



July 2021

“inspiring future generations of teachers”

Our third edition newsletter!

“Welcome to the third edition of the Berkshire Teaching School Alliance newsletter!”

We are pleased to announce that from September 2021, the Berkshire Teaching School Alliance will be replaced with Maiden Erlegh Institute (MEI). We will continue working in partnership with local schools and the University of Reading, however we have been given the privilege of collaborating with the newly designated, ‘Teaching School Hub Berkshire’ to co-deliver Initial Teacher Training (ITT) and Early Career Teacher (ECT) training. Further, Maiden Erlegh Trust has been successfully awarded a Behaviour Hub and Thames Valley Gateway Challenge Hub and we look forward to working collaboratively with a variety of different networks across Berkshire and beyond in the future. Please check out our brand new website.”



www.maidenerleghinstitute.org

Rob Buck, Director of Teaching School



Introducing Maiden Erlegh Institute

Delivering excellence in Teacher Training, Development and Behaviour Management



**MAIDEN ERLEGH
INSTITUTE**



Maiden Erlegh Trust has been awarded the status of national Behaviour Hub by the DfE, only one of 22 in the country and one of only two Trusts on the list. This designation recognises the quality of our behaviour approaches across all the schools in the Trust, from Sixth Form to Early Years, whether in mainstream, special or in alternative provision. As part of the Trust Behaviour Hub, Maiden Erlegh School is the named lead school with the credit shared by all.

Maiden Erlegh Trust also has a strong reputation for working collaboratively with other schools, as we have been doing for many years through the Teaching School. Behaviour Hub status is a continuation of this and the panel recognised our experience and achievements in this area. Working with other schools is a privilege, we always see this work as an exchange and learn a great deal from our partner schools: we are always pleased to share our

experiences and provide support where we can, always respecting the distinctive ethos of each establishment. The Behaviour Hub designation will involve working with other schools and other Trusts.

For more information, please email MEIOffice@maidenerleghtrust.org



From the CEO

“This is the last newsletter for Berkshire Teaching School Alliance and, whilst there is a very exciting future ahead for the team, I must express how proud I am of all the people over the years who have worked so hard to ensure BTSA flourished. Over the years the organisation has trained hundreds of new teachers and teaching assistants and we have provided CPD for schools all over the region and also school improvement support for schools across the country. As a result, our reputation has gone from strength to strength, and we have been able to fulfil our moral purpose of giving back to the wider sector. The element I appreciate the most about the work of the alliance, is how collaborative it has been and the connections and partnerships that have built up – not just with other schools, but with the University of Reading, local authorities and other bodies. This surely is how we serve all our children and young people.”



The team is extremely proud to be working with our local Teaching School Hub, Teaching School Hub Berkshire as well as with other organisations which share our vision for collaborative, system-led partnerships which benefit as many people as possible. We are very excited about what the next few years will bring and fully intend to keep what we do best and build on that further.

Once again thank you to current and past teams. Quality always shines through.”

Mary Davies, CEO and NLE (National Leader in Education)
Maiden Erlegh Trust

Farewell to our School Direct and Core Trainees

In June, we said farewell to our School Direct and Core University of Reading trainee teachers. A training year like no other, the trainees proved resilient, determined and hard-working and we are pleased that over 75% of them have secured teaching positions for September 2021. Mark Li, (right) one of our trainees, valued his colleagues in the Mathematics department.

Trainees have been supported by a superb team of mentors who have worked closely with them during the year. We extend our gratitude to the teaching staff who delivered excellent Professional Studies sessions to the trainees on Thursday mornings. Thank you to the mentors and all staff involved with supporting our trainees to become future educators. We wish them all the best for the future and hope our paths cross again.



"What I enjoyed most about my main placement was working with my colleagues in the department. They were open and willing to share their experiences with me and support me whenever I have questions or time of uncertainty."

I was so lucky that my mentor was 100% supportive of me and sensitive to my needs such as lesson observations and lesson planning, PGCE dissertation project, etc. I've learnt so much and developed as a trainee maths teacher."



Berkshire TSA successfully held a launch event for The Thames Valley Gateway Challenge Hub. Challenge Partners is an educational charity set up in 2012 following the London Challenge to embed the lessons learned and to share its collaborative model for school improvement and leadership development with schools across the country.

The event was designed to establish a local hub in the Thames Valley to strengthen our schools in the spirit of collaboration, and to play our part in ensuring that all children and young people in all schools across the country benefit from the collective wisdom in the system. We believe it is through learning together that we achieve continuous improvement, raise standards and ensure that our children and young people have an excellent education, and our colleagues a positive and fulfilling professional life. This ethos underpins the charity and will inform the values of our hub. Following on from the launch, we are excited to confirm that we have 14 local schools signed up to the Thames Valley Challenge Hub.



UPCOMING COURSES

- Team Teach
- Mental Health First Aid
- Curriculum Leadership Development Programme
- Pastoral Leadership Development Programme
- Senior Leadership Development Programme

To book from September, please contact MEIOffice@maidenereleghtrust.org

Thank a Teacher Day

On 23 June it was national 'thank a teacher' day. We would like to say thank you to those teachers, support staff and trainee teachers that have made a positive difference.



**THIS NATIONAL
#THANK A TEACHER DAY**

www.thankateacher.co.uk

Introducing Maiden Erlegh Institute



From September 2021, our new name will be Maiden Erlegh Institute. We will continue to offer Initial Teacher Training, professional development courses and school improvement work. Our new services include the Early Career Training, Behaviour Hub and Thames Valley Challenge Hub. If you would like more information about any of the above, please email: MEIOffice@maidenereleghtrust.org.



MAIDEN ERLEGH
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POSTGRADUATE TEACHER TRAINING: SCHOOL DIRECT



Teaching offers you all the opportunities, training, support and rewards you need to build a stimulating and successful career that shapes young lives.

Postgraduate teacher training courses are available across England, led by universities or schools. The course you choose will depend on your subject, degree class and location.

Maiden Erlegh Institute participates in the School Direct Programme of school-led training. We work with The University of Reading to deliver training.

School Direct gives you:

- more time training in the classroom
- the ability to gain confidence through increased contact in a school environment
- Potential to join as a qualified teacher after your training year



MAIDEN ERLEGH
TRUST

All teacher training courses will offer

- qualified teacher status (QTS), which is needed to teach as a qualified teacher in England
- plenty of classroom experience in at least two schools – a minimum of 24 weeks of school experience
- training to meet the Teachers' Standards, which will include classroom management and making your subject accessible to your pupils
- expert academic and practical guidance from mentors and tutors who are there to help you succeed.



Most courses will also offer a postgraduate qualification, usually a Postgraduate Certificate in Education.

Am I eligible?

To be eligible, you'll need to hold (or be predicted) a **2:2 degree** and **GCSE Maths C** and **English C**. (Primary trainees also require a GCSE Science C).

Funding your teacher training

You could receive the funding listed below:

- a tax-free £24,000 bursary to train, depending on your subject and degree class
- Tuition Fee and Maintenance Loans, irrespective of whether you received these loans during your undergraduate degree
- extra funding towards the cost of childcare if you're a parent, additional support if you have a disability or have an adult dependent

Finding the right teacher training course

- you can use the online search tool to find available courses - you'll be able to search by location, training provider and subject. Search education.gov.uk/find. School Direct vacancies for all our partners may be found on UCAS Teacher Training by searching for Maiden Erlegh Institute, provider code 1Y1.
- Take a look at our website and find out more about School Direct.
www.maidenerleghinstitute.org
- Register with [Get Into Teaching](http://www.getintoteaching.org)

In partnership with the
Institute of Education



University of
Reading

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UCL Early Career Teacher Programme

Professional development for ECTs and Mentors

Developing teachers as skilled professionals

Our programme is built on a belief that teachers are skilled professionals, who have

- **pupil learning** at the centre of all that they do
- **a rich, complex, knowledge base** which continues to grow throughout their career
- **a deep understanding of the context(s) in which they work** and the implications of this for their practice
- **practical fluency** in a range of evidence-based classroom strategies that support pupils to learn well
- **academic tools** needed to engage independently with evidence around effective teaching
- **the reflective capacity** to evaluate teaching and continue to improve across their career
- the ability to use their knowledge, skills and experience to ensure **excellent learning for all pupils**

Programme components draw on multiple pedagogies of teacher education to effectively develop teachers as skilled professionals. Learning activities are targeted to the developmental needs of the ECT and the nature of content in each module. Our programme prepares Mentors for their role in the programme through targeted training which addresses both the content of the Early Career Framework and the highly skilled practice of mentoring.



Our university and teaching school partners have drawn on their teacher education expertise to design a programme which is...

- ✓ Knowledge and evidence-based
- ✓ Drawn from expert theory and current practice
- ✓ Inquiry-based spiral learning
- ✓ Learning embedded in practice, not an additional burden
- ✓ Located near you
- ✓ Flexible



A two-year structured programme for ECTs and Mentors

The Full Induction Programme (FIP) comprises 3 parts:

- Core Induction Programme (ECT self-study and school-based mentor meetings)
- ECT training programme
- Mentor training programme

Year 1 overview

Autumn term 1

Module 1: Enabling pupil learning

(Teachers' Standards 1 and 7)

Setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable pupil learning.

A structured programme of co-observation, reflective practice, scripting and rehearsal equips the ECT with foundational learning skills that underpin self-study and continuing professional development.

Autumn term 2

Module 2: Engaging pupils in learning

(Teachers' Standards 2 and 3)

Developing a rich conceptual understanding of pupil learning, memory and subject / specialism expertise. Applying this to teaching through carefully structured activities that connect theory to the ECT's practice.

Spring terms 1 and 2

Module 3: Developing quality pedagogy

(Teachers' Standards 4 and 5)

Exploring and applying strategies to support high-quality planning and adaptive teaching that addresses the needs of all pupils.

Summer term 1

Module 4: Making productive use of assessment

(Teachers' Standard 6)

Investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom.

Summer term 2

Module 5: Fulfilling professional responsibilities (I)

(Teachers' Standard 8)

Building skills in working with others within and beyond the school to improve teaching and manage professional development across a career in education.

ECT learning in each half term is fostered through an integrated programme of self-study, ECT mentor meetings, online and face-to-face training events. Learning activities address ECTs' knowledge of the Early Career Framework content and their ability to put this into practice to bring about high-quality pupil learning.

Year 2 overview

Autumn term 1

Module 6: Inquiry into enabling pupil learning

Autumn term 2

Module 7: Inquiry into engaging pupils in learning

Spring term and summer term 1

Module 8: Inquiry into developing quality pedagogy and making productive use of assessment

Summer term 2

Module 9: Fulfilling professional responsibilities (II)

Year 2 deepens both ECTs' understanding of the content of the Early Career Framework and their ability to enact this content through their teaching. Mentoring approaches and opportunities to conduct supported practitioner enquiry build on ECTs' growing expertise as skilled professionals. Increased challenge in carefully tailored learning activities prompts ECTs to 'look up' from an initial focus on their own practice to evaluate their impact on pupils' learning.

Programme components

- Annual **induction and learning conferences** for induction leads, Mentors and ECTs: autumn term
- Half-termly **online learning communities** for ECTs (termly for Mentors)
- **Structured self-study** sessions for ECTs: 22 hrs in year 1; 5 hrs in year 2
- **Self-directed learning** materials to develop mentors as experts in both mentoring and the content of the Early Career Framework
- Half-termly **face-to-face training** for ECTs, led by expert facilitators
- Structured **ECT mentor meetings** focused on the content of the Early Career Framework and targeted at ECT development needs: 39 hrs in year 1; 20 hrs in year 2

Funded by



Department
for Education

UCL Institute of Education in partnership with:
Teaching School Hub Berkshire
Langley Grammar School



Summary of programme and Early Career Teacher learning hours Year 1

Session Type	Every Half Term in Year 1	Total Hours in Year 1
ECT training (21 hours):		
Half-day induction conference at the beginning of Year 1*		3
Face-to-face ECT training*	▪ 2 hours per half-term	12
Online learning community: facilitated discussion session	▪ 1 hour in the final week of each half-term	6
Self-directed study	▪ 4 hours in half-terms 1-5; 2 hours in half-term 6	22
Mentor sessions	▪ Weekly one-hour meeting	39
Total hours		82

Year 2

Session Type	Every Half Term in Year 2	Total Hours in Year 2
ECT training (15 hours):		
Half-day reflection and learning conference at the beginning of Year 2*		3
Face-to-face ECT training*	▪ 2 hours in Week One of Half-terms 1-4	8
School visits (summer term)	▪ 2 hours per visit in Half-term 5	4
Self-directed study	▪ 1 hour in Half-terms 1-5	5
Mentor sessions	▪ Fortnightly one-hour meeting	20
Total hours		40

Summary of programme and Mentor learning hours Year 1 & 2

Session Type	Frequency	Total Hours per year
Mentor training (18 hours):		
Half-day Induction, reflection and learning conference at the beginning of each year*		3
Online Learning Community	▪ 1 hour per term	3
Self-directed study	▪ 2 hours per half term	12
Total hours		18

High-quality mentoring and professional dialogue are both vital components in supporting ECTs throughout the 2-year programme. Our programme also provides professional development for Mentors.

Through our Mentor Session Materials, Mentors will develop a practical understanding of two core mentoring approaches: ONSIDE Mentoring (Hobson 2016) and Educative Mentoring (Daly 2017) that will enable them to provide their ECTs with practical, evidence-informed support tailored to their individual circumstances and contexts.

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Programme organisation and teacher workload

UCL and Delivery Partners are leaders in teaching and teacher development across all phases of schooling. This expertise has informed programme design and organisation to be sensitive to teachers' overall workload, embedding learning in practice. Programme design creates flexibility that accommodates the disruptions and variations that are inevitable over a typical school year.

Programme components are scheduled across the year so that ECTs and mentors are able to balance learning activities with their other commitments.

Year 1: The typical time commitment from ECTs is 2 hours per week. Mentors meet with ECTs for an hour each week and complete 18 hours of training and development across the year.

Year 2: The typical time commitment from ECTs is 1 hour per week. Mentors have 20 1-hour meetings with ECTs across the year and complete 18 hours of training and development.

In both years, training is partly structured and partly self-study activity, helping mentors to plan their development to suit their diary.

Example weeks

In **Module 2, week 4**, ECTs complete self-study activities focusing on the role of long-term memory in pupil learning. They read a research summary on knowledge, memory, consolidation and foundational concepts; they work through an exercise that extends their understanding; and they use their learning to plan strategies to support learning to a forthcoming lesson.

During their weekly meeting, the mentor and ECT review and refine the ECT's planned lesson. The mentor shares their practice to model expertise, and together the mentor and ECT map out opportunities to apply learning to a sequence of the ECT's lessons.

In **Module 4, week 6**, ECTs participate in an online learning community with other ECTs in their local area, in place of self-study. The weekly ECT mentor meeting looks at strategies for making marking manageable. The mentor and ECT analyse some of the ECT's assessment artefacts to identify strengths and areas for development. The mentor supports the ECT with scripting and rehearsing a piece of pupil feedback, and they co-assess some pupil work.

A flexible programme that works with your timetable

- ECT self-study sessions can be completed at any time, as a single block of study or broken up across a number of days
- Modules within the programme are presented in a suggested sequence, which can be adapted to suit local needs where appropriate. Modules are sufficiently bounded that they can be completed in any order
- Module summary guides provide a clear overview of sessions in each module, including preparation required and key learning activities. Mentors and ECTs can use this to target session selection and sequence content to ECTs' learning needs, their school calendar and other commitments with which the programme must dovetail
- Mentors and ECTs complete module content audits at the start of each module, which clearly indicate where to target and personalise activity within and across sessions so that it best addresses each ECT's learning needs

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