

# **Ysgol Aberconwy**



## **Initial Teacher** **Training**

**POLICY DOCUMENT NO: 24**

**ISSUE NO: 4**

**THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY**

**Signed:**

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**LT Link : GM**

## **POLICY ON INITIAL TEACHER TRAINING**

### **1. RATIONALE**

Ysgol Aberconwy is an enthusiastic participator in partnership arrangements because it believes that it is the professional duty of schools to help train new teachers and because it recognises that involvement in initial training should contribute to the improvement of the school's performance. Therefore, the school must

- welcome and value associate teachers
- plan the arrangements it makes to train and support them
- provide appropriate resources
- appoint and induct a senior mentor and subject mentors
- take opportunities to liaise with HEI's and neighbouring partnership schools in order to maintain high and consistent standards of support and assessment
- ensure that the experience of training teachers is reviewed so that the lessons learned help to improve both the performance of the school and the trainee teacher
- use it as an essential component in the development of the school as a learning community.

The school's work with trainee teachers is thus the responsibility of the whole school community.

### **2. GUIDELINES**

#### **2.1. A senior mentor and subject mentors have been appointed**

- o the former to manage the experience of associate teachers and the latter to manage subject-based training, teaching experience and assessment according to the guidelines published by HEI's.

#### **2.2. Criteria and processes for assessment of work undertaken as part of the programme will be specified, discussed, and used co-operatively for the benefit of the student and the school**

- the criteria will be based on the '[Professional Standards for Teaching and Leadership](#)' issued by the Welsh Government
- the assessment programme will include written notes on observed teaching assessed written work, including self-evaluation and regular reviews of progress with the senior mentor at which the associate teacher's performance and the quality of the school experience will be discussed
- every opportunity will be sought to undertake assessment co-operatively with staff of HEI's and to integrate with college-based assessment.
- assessment will be undertaken on the assumption that its prime purpose is to improve teaching and learning
- associate teachers and school staff will use the Career Entry Profile at designated points in the year

- 2.3. Associate teachers will be welcomed and inducted to their role in accordance with the school's policy on the induction of new teachers
- associate teachers will be offered opportunities to meet senior staff, departmental staff, non-teaching staff at the earliest opportunity
  - associate teachers will be provided with all relevant documentation, including the school handbook, schemes of work, timetable information and departmental handbooks
  - associate teachers will be invited to attend all relevant school activities, including staff meetings, parents' evenings, INSET, and extra-curricular activities
  - associate teachers will be thoroughly inducted into the teaching of the school, including briefings on teaching and learning styles and observation of lessons
  - a full two week period of induction will be offered to all trainees
  - a professional studies weekly programme will be organised by the senior mentor, drawing on specialist responsibilities and skills of staff across the school
- 2.4. Appropriate resources will be provided for the training arrangement
- departmental resources are accessible to associate teachers
  - the school recognises that mentors will undertake their duties at the most appropriate times, and not necessarily within designated 'formal' sessions, although one formal weekly meeting must be held every week and records kept
  - there will be a weekly meeting with the senior mentor
- 2.5. Associate teachers' work will be monitored systematically so that the school's contribution to their professional development may be improved, and so that any issues needing special attention are identified promptly.
- the senior mentor will meet with subject mentors to review the work of associate teachers and to moderate judgements of teaching competence
  - proposals for improving the school's management of experience for trainee teachers will be identified
  - the senior mentor will observe lessons of each associate teacher once per school-based session
  - opportunities will be taken for school staff to liaise with other partnership schools and HEIs to discuss and develop assessment procedures.