



The National Association of
School-Based Teacher Trainers

Release date: 22nd September 2020

Teacher Educator Programmes given top marks in Quality Assurance annual progress report

An annual progress report of NASBTT's Teacher Educator Programmes (TEPs) has found that 100% of facilitation was rated as 'good' or 'excellent' by delegates following the first collation and analysis of feedback over nearly 12 months.

The independent Quality Assurance project, which saw 19 TEP providers visited and 24 licence holders observed between September 2019 and July 2020, was undertaken to ensure that training is being delivered in line with the requirements of the licensing agreement, to develop and uphold a standardised quality assurance approach, and to give feedback that is supportive and informative for the provider/licence holder and NASBTT.

Additionally – within the context of Covid-19 lockdown – the first quality assurance of TEP facilitation using an online delivery platform saw delegates rate the NASBTT TEP materials as excellent (74%) or good (26%). Delegates reported that understanding the theory and experiencing the practice of coaching is the single most valued part of the Level 1 programme in Effective Mentoring and Coaching and Level 2 programme in Advanced Mentoring and Coaching. The overall project was also intended to identify TEP delivery trends and use these to inform the development of future TEP content.

In her report, external consultant Sarah Axcell wrote: "Our visits have found that a significant majority of providers/licence holders deliver high-quality facilitation. At its best, TEP training is delivered in a culture committed to the development of everyone involved in teacher education. Licence holders look beyond a content-driven approach and see their teacher educators as learners and they use their own knowledge and experience to add context and meaning that further enhances NASBTT TEP content and impact.

Licence holders effectively combine in-depth knowledge of Initial Teacher Training (ITT) with TEP content to maximise training impact and support for all delegates. The professional development of teacher educators is a clear priority across all visited providers and licence holders. They are respectful of the contribution that teacher educators make to the ITT process. Licence holders report that NASBTT TEP content has the right balance of theory and practice and assurers frequently report that bespoke advice, support and challenge through effective questioning is woven into TEP facilitation.

Well-tailored training, within a culture of self-reflection, is a common theme in delegate evaluation forms. Delegates consistently comment on a variety of TEP content that they feel will have a positive and immediate effect in role. They rate NASBTT TEP facilitation and content as at least 'good' or 'excellent' with the large majority choosing 'excellent'. Assurers frequently saw evidence of delegates unafraid to challenge key concepts or ideas should they not understand

or disagree with discussion threads. This is testament to the safe, developmental environment that TEP licence holders create for their delegates and/or teacher educators.” A selection of case studies of NASBTT TEP licence holders and delegates who have already completed the programmes can be found at: <https://www.nasbtt.org.uk/about-us/case-studies/>.

One of these is Caroline Arnold, Director of ITT at George Spencer Academy SCITT, a NASBTT TEP licence holder. “We were looking for high-quality mentor development that focused on skills and attributes rather than process, which can be done by other means, plus something which accredited the mentor,” she said. “We liked the differentiated levels – very useful for some more experienced mentors – and so we took the decision to become a TEP licence holder. Both Level 1 and 2 have been very enjoyable, particularly Level 2 as this has a lot of challenge and rigour. Ultimately it gives professional credence to something that is rather overlooked and often undervalued in school, and enhances trainee experiences and mentor professional growth.”

Cara Miles, standards leader for Years 5 and 6 at Chetwynd Primary Academy and school-based tutor/co-ordinator for the academy’s SCITT trainees, added: “I now feel more confident in my role when supporting colleagues to overcome difficulties and feel I can provide a good balance between mentoring and coaching. I am able to offer advice to the class mentors when tackling tricky conversations with trainees, but also hold these conversations with decisive sensitivity and a better awareness of the impact my own behaviours can have. I would certainly recommend the programme to colleagues due to the excellent standard of the CPD and as my learning has been directly transferred to my own practice.”

NASBTT also internally runs Level 3 and Level 4 programmes in Training Excellent Mentors, Coaches and Facilitators, Effective SCITT and School Direct Management, and Finance for SCITT and School Direct Managers. Each programme consists of a number of modules and includes some face-to-face training sessions facilitated by highly-experienced SCITT or School Direct Managers. The term ‘level’ attached to each programme indicates a sense of progression and the seniority of the intended audience.

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NASBTT is a registered charity committed to promoting high-quality schools-led programmes of training, education and professional development of teachers. NASBTT represents the interests of schools-led teacher training provision in relation to the development and implementation of national policy developments. Our members include SCITT providers, School Direct Lead Schools, Teaching Schools, HEIs as well as a range of other organisations involved in the education and professional development of teachers. We have over 200 members representing more than 10,000 individual trainees.

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