



North Liverpool
Teaching School Partnership



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What are Teaching Schools? Dispelling the myths

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Lead school for the North Liverpool Teaching School Partnership

National Teaching School Council Representative



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What do we know?



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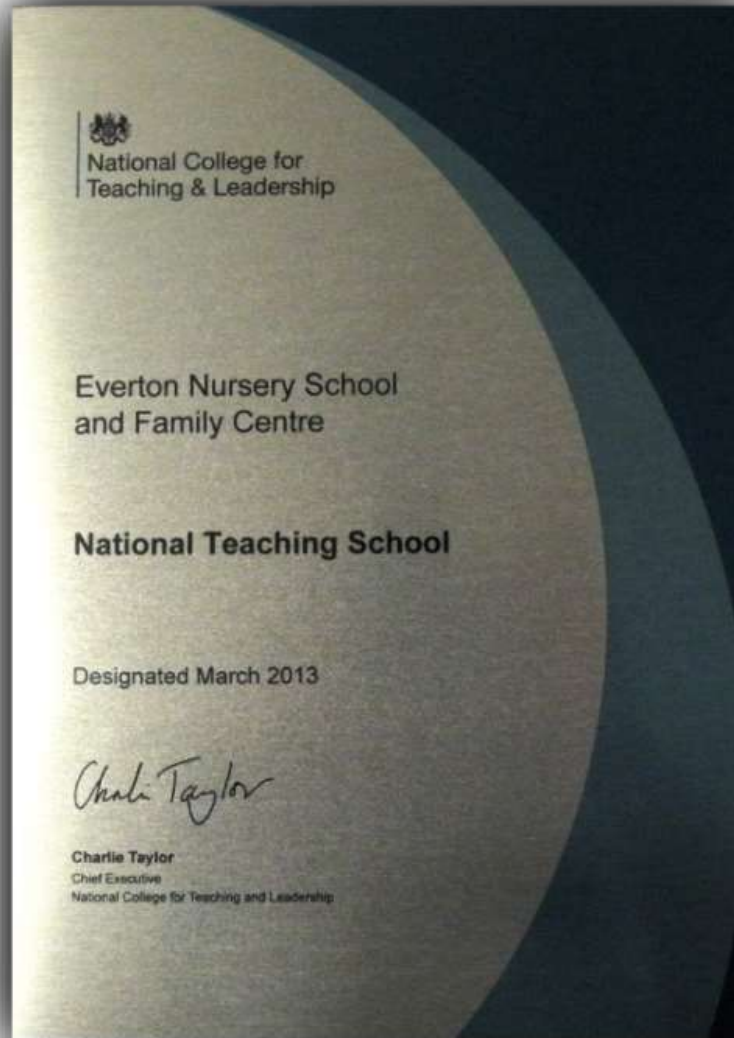


So, what do we know about
teaching schools?

So much has changed in recent
years....



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<https://nurseryschoolteachingschools.com>



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Do you know the role of teaching schools?

Teaching schools have an important role to play in a school led system and school improvement. Teaching Schools are centres of excellence taking a focused role that has priorities of:

- Co-ordinating and delivering high quality school based ITT.
- Providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most.
- Providing evidence-based professional and leadership development for teachers and leaders across networks across the country.



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However, are we playing with fire developing as Nursery School Teaching Schools?

What can we achieve?

Can you remember being under five?





Is it easy being a Teaching School?

No its hard but very rewarding and requires teamwork and plenty of collaboration. Engaging within the system and engaging with the system takes energy!



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Teaching Schools make a difference through the system leadership approach. This in turn provides an opportunity to lead the way in sharing high quality early years educational approach with other early years colleagues and beyond.



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Research from the Nuffield Foundation Study on the quality of provision for three and four year olds found that some of the best quality early education can be found in schools (Mathers and Snees 2014). This is why the DfE wanted to foster a school-led self-improving system through Teaching Schools. A small number of Teaching School alliances have already engaged with Private, Voluntary and Independent (PVI) sector providers. The Early Years Grant (from Feb 2015-Dec 2016) through the Teaching Schools was an opportunity to drive up quality across the whole early years sector.



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Do Teaching Schools use acronyms?

Yes they do...

QTS, PGCE, ITT, SCITT, NLE, LLE, SLE, StSS, CPLD, SSIF to name but a few!





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So What do Teaching Schools offer?

The Big 3!

- Initial Teacher Training (ITT)
- School to School to Support (StSS)
- Continuous Professional Leadership Development (CPLD)



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Nursery School Teaching Schools have school leaders including National Leaders of Education (NLEs), Local Leaders of Education (LLEs) and Specialist Leaders of Education (SLEs) who are outstanding teachers in particular specialist fields who are available to be deployed to work with schools and settings to identify appropriate strategies or support for schools/settings.



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Each Nursery School Teaching School works directly with a HEI (Higher Education Institution) or SCITT (School Centred Initial Teacher Training) provider to offer **Initial Teacher Training** (ITT) through the School Direct Tuition Route (3-11 years), the School Direct Salaried route (3-11 years) or the Early Years Teacher Tuition Route (0-5 years).

Many Nursery School Teaching Schools offer high quality placements in their Nursery Schools, teach on the taught programme and/or develop the taught programme in conjunction with primary school colleagues for KS1/KS2 input.



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School Direct – is a school-led training pathway where you can apply to train as a teacher whilst working in a school, gaining relevant hands on experience.

School Direct courses generally last for one year and results in qualified teacher status (QTS) as well as a Postgraduate Certificate in Education (PGCE) and sometimes master's level credits. Trainees train in at least two good schools as part of the programme, giving them the chance to learn on the job.

The School Direct programme offers salaried and training route options depending on the level of work experience an applicant has.

As Nursery School Teaching Schools we have been influential in developing School Direct programmes across the country.



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School to School Support (StSS)...

School to School support can take a variety of forms which can include:

Diagnostic visits

Learning Walks to review provision or to learn from other provisions

Support with action planning

Support in identifying key priorities and measurable targets

Individual or group support

Access to support and training

Coaching and mentoring support



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The Nursery School Teaching Schools work with their strategic and alliance partners and offer a range of **Continual Professional Leadership Development (CPLD)** opportunities for all levels of staff that work in Nursery Schools, Nursery Classes and Reception classes within Primary Schools as well as Private and Voluntary Early Years settings. Many Nursery School Teaching Schools offer a number of courses, half day, full day and twilight conferences and bespoke training throughout the year.



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TSA Measurable KPIs - 2017/18



We will not be formally assessing teaching schools against these KPIs during this academic year, however, we will assess teaching schools' readiness to meet KPIs next academic year, using 2016/17 self-reported data. As in previous years, we will continue to identify those alliances that are not delivering effectively across all 3 priority areas as outlined in the current Review of Designation policy.

Delivery area	TSA ¹ Key Performance Indicator
School-led Initial teacher training (ITT)	1.1. <u>At least 15</u> teachers trained ² per year 1.2. Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages ³
Continuing Professional Development and Leadership Development (CPLD)	2.1. <u>At least 50 evidence based</u> CPLD ⁴ days delivered per academic year 2.2. At least 90% of participants believe ⁵ that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPD activity outweighed any short term impact on workload
School to school support (StSS)	3.1. Provide at least 30 days of deployment ⁶ per academic year, to schools identified as in need of support ⁷ 3.2. <u>At least 90%</u> of support provided is rated as good or better by the supported school.



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Teaching School Council Commitment

‘Every child is entitled to be in a great school’

The Teaching School Council are seeking to ensure

- Every child in England is entitled to relevant and timely support
- Every school in England is prepared to be a giver of support
- Every school in England is in an effective partnership



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The work of TSC in Lancashire and West Yorkshire:

We have a dedicated DfE grant to support the TSC representatives and advisers with the following strategic remit:

Regional development

TSC core role lead/link

Transition to the school improvement strategy and SSIF

Growth strategy – growth of TS, NLE, cold spots, designation intelligence

Teaching Schools continuous quality improvement (CQI) strategy

Designation panels and scoring of applications for Teaching Schools and System Leaders

Support for review of designation (ROD) process

Review of designation (ROD) panels/appeals panels

Targeted Support Fund

Support for newly designated TSAs

Women leading Education (WLE) – Promoting the Leadership Coaching Pledge (March 17)

NLG development

TSC transition

Induction events for NLE and Teaching Schools

DfE and NCTL national projects and regional activities



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No, its hard but very rewarding and requires teamwork and plenty of collaboration.

Engaging within the system and engaging with the system takes energy but is worth the effort!



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