

Quality assurance

The emphasis placed on high-quality mentoring in the Early Career Framework, and on the importance of coherence with the ITE curriculum between core training and school-based training leads to a requirement for robust quality assurance. Each term, as part of their school visits, subject lead tutors will complete a simple QA form. This data is collected anonymously and is used to inform whole course planning, not to make any judgments about individual mentors. [Mentors who may need additional support and guidance will be identified through the SCIT Tutors' [Lead mentor] termly visits, or ongoing QA with Professional Tutors and not through this particular QA process.]



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The trainee's timetable is appropriate (in terms of key stages and termly milestones).	Secondary trainees should teach both key stage 3 and 4, in both placements (unless on a KS4/5 course, such as psychology). Milestones are outlined in the handbook, and in the 42-hour time sheet. Trainees ought to spend at least 15 hours a week in the classroom either observing, assisting or teaching.
Trainee workload is thoughtfully managed in line with the 42- hour guidance.	The trainee is helped to manage their workload in line with the 42-hour guidance sheet. Time for lesson planning, in particular, needs careful attention to ensure a sensible work-life balance. Co-planning or modelling planning (as part of deliberate practice) might help keep this aspect of the training more closely monitored to avoid excessive workload for trainees.
The trainee's OneNote contains high quality evidence of each curriculum action step.	Every week, trainees should upload high quality evidence of the curriculum action step. This should be clearly signposted, eg hyperlinked from weekly reflection. It should be clear that trainees are able to know, remember and <i>apply</i> what they are learning. Evidence, therefore, should prioritise the impact on trainee's practice and not simply their theoretical knowledge base.
The trainee's OneNote contains high quality evidence of each subject action step.	Every week, trainees should upload high quality evidence of the subject action step. This should be clearly signposted, eg hyperlinked from weekly reflection. It should be clear that trainees are able to know, remember and <i>apply</i> what they are learning. Evidence, therefore, should prioritise the impact on trainee's practice and not simply their theoretical knowledge base.
Both trainee and mentor share an understanding of the key reading & evidence from the CCF that underpins the training programme.	Both trainees and mentors read the weekly research summary, which means that the school-based training programme is informed by the key research from the Core Content Framework. This should be evident in the professional dialogue between trainees and their mentors and might be seen in the weekly reflection, which should form an effective link between 'theory' and 'practice'.
Deliberate practice (modelling and rehearsal) is embedded in mentoring cycle.	Deliberate practice and modelling of aspects of training is embedded in the school-based training and occurs each week (fortnightly for part time trainees). This may follow WalkThrus or use some other approach but should include several short cycles of trainee practice with feedback. There are many forms of deliberate practice, ranging from low-stakes rehearsal of key classroom skills, co-planning, or the modelling and rehearsal of assessment & feedback, etc.
The weekly reflection is an accurate record of trainee's professional learning, appropriately linked to evidence of trainee progress.	Trainees should reflect on how their learning is integrated across core training, reading and school-based learning, including the importance of subject-specificity in the trainee's learning. Each of these things ought to be mentioned explicitly in the weekly reflection. The 'So what?' section is where these things should be linked, as trainees create professional meaning from their various experiences. This means that the weekly reflection should be a reflective journal of trainee's professional learning (and not simply a record of their actions).