



ALUMNI NEWSLETTER

Spring 2024



Updates, insights, Alumni news and
much more...!

Directors Welcome

Hello Everyone,

Spring has finally sprung after what seemed the longest January and February in the history of the known calendar - the weather certainly didn't help.

However, we continue on - Teach East trainees do us proud with their focus, commitment and resilience during what can be a difficult time in the training year, especially with many trainees completing their Contrasting Placement experiences.

We are very lucky as a local provider to have such a strong network of host schools that offer positive and developmental experiences to our trainees, nurturing and supporting them as they progress through our Core Curriculum.

September 2024 will mark something of a shift in the landscape of Initial Teacher Education, with the manifestations of the ITT Market Review finally coming into effect; it has been a long slog, but we are getting there.

Teach East has formalized its previously informal collaborative working arrangements with The Cambridge Partnership and, as of September, will operate alongside them as a Lead Partner for the delivery of QTS courses in Peterborough. To further strengthen the sense of collaboration across the Teaching School Hub (TSH) region, both providers have joined with CTSN SCITT to design, develop and deliver a joint curriculum model for ITE, drawing on the effective practice and expertise across the region - a broader range of input, more subjects available for training, and a wider professional network to be built.

Good news too for Mentors, who will be able to access a high-quality, evidence-informed training programme that not only meets the statutory requirement of 20 hours in the first year, but is also accredited and transferable across any of the SCITTs in the project, meaning that gone are the days of multiple mentor training sessions or duplication of material.

We are pleased that we can continue to offer the highest-quality Initial Teacher Education from our Peterborough base, but also provide opportunities for professional development across the region - working in ITE is such a rewarding experience, and helping others realise their ambitions of becoming effective teachers is a privilege.

To slightly paraphrase Aristotle, we are what we repeatedly do - excellence is not an act, but a habit.

We wish you all the very best for the summer term and all the reward it brings!

Emmo and Henry



Spotlight on: Lou Coulson-Marshall

Training Year: 2022 - 23



ECT1 - Halfway there...

As an ECT, there is always more to learn and improve upon. For me, over the past term and a half, it has been about creating a wide range of challenging activities in foundational topics.

When I started my role at Woodston Primary School, I was introduced to a 'double-page spread', where each child uses different tasks to demonstrate their understanding of what they are learning. The layout was initially difficult for me to grasp, but after discussing my concerns with my mentor, she helped me by arranging observations so I could experience it across different year groups.

During our meetings, we worked hard to define my skills in creating diverse activities that keep the children curious and engaged throughout the lessons. I began by creating activities where children had to do less work but engage in more critical thinking, such as true or false statements, putting statements in order, and filling in the blanks. The children used the time we would normally spend writing to participate in discussions about the topic. Over time, I could see the amazing progress the children were making and how deep their understanding was becoming.

I pushed myself to find even more creative and exciting ways for the children to record and test their new knowledge. So, I started creating tasks such as posters, drawings, incorporating hand actions, and sorting activities. The results have been incredible, as the children are always eager to learn more about history and science. Their curiosity is so vast that they even begin asking questions about the lessons as soon as they walk into the classroom most mornings.

It has been a remarkable journey from the beginning of the year, not understanding how that type of lesson works, to now. I have all the support from my mentors and my team to thank for my progression. To those who are currently in training, good luck and keep pushing forward.

The satisfaction of how rewarding every day can be is worth it all.



Spotlight on: Mitch Thurgood

Training Year: 2022 - 23



ECT1 - Mixing it up

I first knew I wanted to get into teaching through being inspired by my teachers at Arthur Mellows Village College. My journey into teaching has been pretty ordinary. Since starting my career however, things have been anything but ordinary. What gives me the drive to get out of bed every day is knowing I am giving back to the community from which I grew up in, and that makes me extremely proud to be in this profession.

After training with Teach East last year at Queen Katherine and Stanground Academy, I managed to get myself a job teaching Business and Economics at Ormiston Bushfield Academy. My time at OBA was rewarding and challenging. The step from trainee to teacher is a big one, and not having the comfort of the experienced member of staff in the background was daunting at first, but it becomes YOUR environment, and you are in control and that is really exciting. In October the opportunity presented itself to return to AMVC as a job in the business department had opened up (starting January), I grasped it with both hands. You don't always get a chance to go back to your old school, let alone teach there! Although I was not at OBA for very long, I have many fond memories and met some great people (students and staff).

I feel I have hit the ground running back at Arthur Mellows, hopefully making a positive name for myself and giving the students the best opportunities to succeed, I am really happy here and look forward for what's to come. I am currently writing this with 1 week left of term, exhausted, up to my neck in mock marking, but I still manage to have a smile on my face every day...that's teaching!

I wish you all the best of luck for the rest of your year, but first, put your feet up and crack into a chocolate egg...you deserve it!



Spotlight on: Libby Parrott

Teach East Senior Lead -
Mentoring



My role as Senior Subject Lead with the responsibility for Mentoring Development and Communication, has afforded me the privilege of seeing how our high quality Mentors develop our Trainees in their emerging practice. I keep an overview of Trainees' Review Point progress throughout the term leading up to the Review Point deadline; I ensure training is delivered to Mentors, communicate with Mentors weekly through the Primary Learning Spotlight, and communicate regularly with Trainees and Mentors to ensure support is provided where necessary as well as updating on successes. Another area of my role is to organise the Primary curriculum and deliver some of the training sessions. The purpose of my role is to ensure Mentors, who are excellent classroom practitioners, are given the support they need as supportive positive role models that care deeply and challenge directly. At Teach East we believe that high quality mentorship is essential to nurture our Trainees to become knowledgeable, reflective practitioners.

I have worked at Teach East for over 5 years now in various roles. I enjoy getting to know our Trainees each year and working with our partnership schools. I have a love of learning and relish the opportunity to go into different schools and learn how they do things in their settings. Visiting our Trainees in their settings and seeing their understanding and application of our five core curriculum areas, makes me feel proud to be a part of the process that supports the training of the future educators of our communities in Peterborough and further afield.

I moved to teach in Peterborough in 2013, having previously taught for a few years in Lincolnshire. During my teaching career, I have taught in a variety of year groups from Year 1 up to Year 6, however, I have spent the majority of my teaching career in Year 6 classes and enjoy the challenge of preparing children as they embark on their secondary education. I am passionate about working with children and ensuring they have the best start to their lifelong education; I feel very proud to serve the communities in Peterborough. Over the years, I have worked in a number of leadership roles most recently, prior to joining my current school as an Assistant Principal, as English Lead. English is my passion, I studied English Literature at University.

Through my passion for English, I hope to inspire children to love reading. I truly believe that reading is the gateway to life; I enjoy children's literature and am never far from a book shop! I also love reading about current education research and its practical application in the classroom.

I find my role with Teach East incredibly rewarding and varied! I am committed to the wellbeing and achievement of our future teachers.



Spotlight on: Queen Katharine Academy



A Secondary Host

"Queen Katharine Academy is a member of the Peterborough based Thomas Deacon Education Trust and opened in September 2017 having emerged from its predecessor school, The Voyager Academy. We are a larger than average 11-19 school in North Peterborough with approximately 1100 students on roll – 300 in the sixth form."

Queen Katharine Academy (QKA) has been hosting and supporting Teach East Secondary trainees for a number of years, in subjects ranging from English, Maths and Science to Business, Art, Textiles and PE; over the past 7 years over 20 trainees have benefitted from the expert input and teacher development provided by the school, and many have gone on to secure full-time employment there, rising up into positions of responsibility.

QKA staff also give a lot back to Teach East, acting as Mentors, delivering and facilitating Core Training sessions and sharing their expertise and insights in our annual Teach East Masterclass, which this year took place at the beginning of March.

The school aims to be *"an inclusive centre of educational excellence."* and at Teach East SCITT we are very pleased and privileged to work with them to help shape the future development and direction of our trainees, and therefore also have a positive impact on students in our city; the best possible thing you can do for a disadvantaged student is give them a highly-effective teacher.

QKA offers its students a rich, varied and broad curriculum and caters for a broad demographic; it is very reflective therefore of the diversity Peterborough has to offer. Alongside their standard 'mainstream' offer, QKA also runs its Accelerated Curriculum - a tailored, thematic approach to working with students who may require additional support and scaffolding before accessing their main 'Aspire' curriculum.

We hope our relationship with the school as a host continues for many years to come!

<https://www.qka.education/>

What is... The Core Content Framework?

Created and launched in 2019, the Initial Teacher Training (ITT) Core Content Framework defines in detail the minimum entitlement of all trainee teachers. According to the DfE, it draws on 'the best available evidence' and 'it sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT programmes'.

As a SCITT we have to ensure that our curriculum covers all of the elements outlined within the CCF, as well as ensuring we augment this generic content with context and subject focus - after all, the best and most effective professional development is domain-specific and iterative.

The framework takes the Teacher Standards (2012) and breaks each one down into Learn That (factual / declarative) and Learn How To (procedural) statements, allowing providers such as ourselves to align material and theory taught in Core Training with how trainees' teaching is supported in their placement schools and settings.

The ITT core content framework aligns with the Early Career Framework (ECF) to establish an entitlement to a 3 or more year structured package of support for all new teachers at the start of their careers, and indeed shares a very similar evidence base; although for many years ITT providers have endeavoured to make sure that their education and training is built on quality research, only recently has become a statutory requirement.

At Teach East we see the CCF as the undercoat that seals the surface of professional competencies within our trainees, on top of which we work together to help develop their unicity, artistry and professional identity. Teacher development is more than just reductive, technician competencies and proficiencies, but is a rich and individual world in which one size fits one - it is an Education in itself, not just a training programme.

If you are interested in finding out more, and about the developments within the unification of the CCF with the ECF, please explore the link below.

https://assets.publishing.service.gov.uk/media/6061eb9cd3bf7f5cde260984/ITT_core_content_framework_.pdf

Research spotlight

Nancy Kline's Thinking Environment

It is not that we do not have enough time, it is that we waste a lot of it
Seneca

Ever wished that you could make meetings more efficient?

The origins of the Thinking Environment are steeped in one observation and one question. The observation is "The quality of everything we do depends on the quality of the thinking we do first", a statement that has powerful implications.

The consequent question is: "What does it take for people to help each other to think well for themselves?" Nancy Kline articulated this observation and when she put the question to people, she noticed that the answer tended not to be about IQ, education, or experience; it turned out that the single most important factor in the quality of someone's thinking was the way people were being treated by those around them.

Kline went on to identify ten ways that were most dependable in this regard, and these became known as the Ten Components of a Thinking Environment, which are set out below.

With so much of the cognitive science that drives teacher development and pedagogy being focussed around the power of memory and the need for thought, there has never been a more apposite time to explore the opportunities provided to us by creating and fostering environments of equality and efficiency.

Kline's Ten Components:

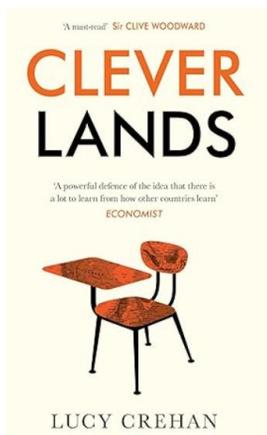
How might these work in professional settings?

How might they be a useful framework for conversations between trainees and their mentors?

1. ATTENTION	Listening with palpable respect and without interruption
2. EQUALITY	Treating each other as thinking peers; Giving equal turns and attention; Keeping agreements and boundaries
3. EASE	Offering freedom from internal rush or urgency
4. APPRECIATION	Offering genuine acknowledgement of a person's qualities; Practicing a 5:1 ratio of appreciation to criticism
5. ENCOURAGEMENT	Giving courage to go to the cutting edge of ideas by moving beyond internal competition
6. FEELINGS	Allowing sufficient emotional release to restore thinking
7. INFORMATION	Supplying the facts; Dismantling denial
8. DIVERSITY	Welcoming divergent thinking and diverse group identities
9. INCISIVE QUESTIONS™	Removing assumptions that limit our ability to think for ourselves clearly and creatively
10. PLACE	Creating a physical environment that says back to people, "You matter"

Recommended Reads

Check out our top picks



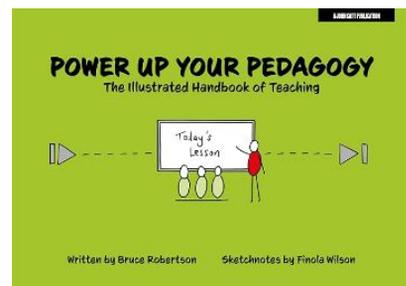
Not a new publication (2018) but a really important text for anyone interested in global educational practices and their influence on educational policy and practice in this country.

As a teacher in an inner-city school, Lucy Crehan was exasperated with ever-changing government policy claiming to be based on lessons from 'top-performing' education systems. She resolved to find out what was really going on in the classrooms of countries whose teenagers ranked top in the world in reading, maths and science.

Cleverlands documents Crehan's journey around the world, weaving together her experiences with research on policy, history, psychology and culture to offer extensive new insights into what we can learn from these countries.

Following on from WalkThrus and other instructional texts comes this from the excellent team at Impact Wales, alongside Bruce Robertson. Covering a broad range of themes, from professional learning and coaching to cognitive science and educational research, this book is comprehensive in its scope. Key messages from within each chapter are summarised by superb sets of **Sketchnotes**. Throughout the book, **Reflective Tasks** are included to support critical thinking and discussion.

Whether you are just starting as a teacher or have been teaching for thirty years, *Power Up Your Pedagogy: The Illustrated Handbook of Teaching* should prove invaluable as a handbook to support you make your teaching *even better* than it is already.



Responsive Coaching

Josh Goodrich

Evidence-informed
Instructional coaching that
works for every teacher
in your school



"Practical, wise and research-informed... For those whose work involves helping teachers to become the best versions of themselves, it will be indispensable."
— Doug Lemov

JOHN CATT

A brand new release from John Catt - and tying in nicely with our focus on Instructional Coaching...

Josh Goodrich examines contrasting models, combining research and practical experience to build an approach that adapts to meet the needs of individual teachers. This enables coaches to flex their style depending on where a teacher is on their journey towards expertise.

Combining robust research evidence from a wide range of fields with the practical wisdom of experienced teachers, leaders and coaches, the book is a toolkit for building an instructional coaching approach that works, for every teacher.

Research Focus - Instructional Coaching

The rise of Instructional Coaching has been exponential, but what actually is it and how does it work?

One of the big issues is the difference between mentoring and coaching - how do they differ, if at all? The boundaries of the two are permeable, and there are many common factors, but a separate definition is necessary. CfBT (2018) defined the two as follows:

- Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.
- Specialist coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.

Steve Farndon, of Ambition Institute, gives us this:

Instructional coaching involves a more expert teacher helping another teacher to develop their practice with individual classroom-based observational feedback. Coaches focus on bite-sized pieces of feedback and provide specific steps that the teacher can take to develop their expertise through regular coaching over time.

The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice. The first step is to identify a destination or outcome, often called the target performance.

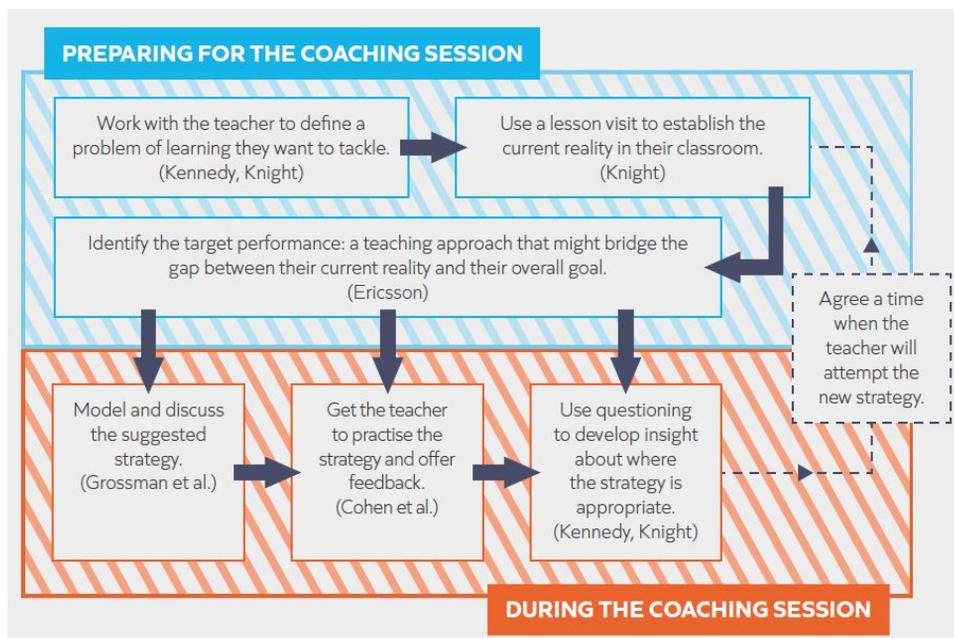
Teachers can move from their current performance towards this target performance by practising a sequence of sub-goals with the aid of a coach. This allows them to overcome existing ingrained habits and adopt new behaviours. The input of the coach is in observing the practitioner's current performance, setting precise sub-goals and designing practice.

This is in sharp contrast with traditional approaches to classroom observation which are largely about judging the effectiveness of a teacher.

Instructional coaching is also in contrast to a more traditional coaching model where the coach asks a series of open questions in order to draw out the answer that the practitioner is already aware of.

Instructional coaching assumes that there are some areas where the teacher being coached is more novice and that the coach, being more expert, will be able to guide their improvement in those areas.

This applies equally well to all teachers, although early career teachers probably benefit from a more structured coaching curriculum, whilst more experienced teachers can have more input into the focus of their coaching.





Be kind to yourself this Easter

Tap into Gratitude

Practicing a sense of gratitude has wide-ranging positive effects on the mind and body. It has an immediate mood-enhancing effect and can be done anywhere.

Feeling gratitude is especially important at difficult times. It doesn't mean we ignore what's troubling us; it just means we pay attention to the good things too.

Over the holidays, keep a log of ten things you're grateful for every day. You can write them down, or take photos, collect objects or draw: it's up to you! These things don't have to be major features - quite the opposite. The more we practice noting down the small, joyful details of life, the better we become at spotting them!

You can include things like the sunshine, having a soothing cup of tea, or just smiling at someone: the possibilities are endless.

Reconnect with Nature

Mother nature is a great healer, and what better time to enlist her services than at the height of Spring? Connecting with nature can improve physical health, lift mood, reduce feelings of stress and anger, relax you and build confidence.

Build lots of time into your routine this holiday for walks in the park or local green spaces.

You could even grow houseplants or vegetables. Whatever outdoor activities you choose, they will go a long way towards improving your wellbeing.

Connect with others

Social connection is a fundamental human need. It benefits our mental health, physical health, and longevity. Social connection even strengthens our immune system and help us recover from illness faster.

We have every opportunity to connect with others. Do yourself some good this holidays by spending time with your friends and families. Even video calls and texts can make a difference.

Set Some Boundaries

We can't properly relax when we're constantly reminded of work. This is why setting some boundaries between our work-life and life-life can be invaluable.

Try setting a boundary about checking work email. Assign a period over the break, even if just a few days, when you won't check your work inbox, with mail notifications on your phone or laptop switched off.

You can also separate your work and life inside your living environment. If possible, try to do any holiday work in a separate area from where you relax.

You can achieve a similar result by packing your work items away at the end of a working period. Not seeing teaching-related items will help you switch off more completely.

What do you call
unconventional
Easter Eggs?

Egg-centric...



CPD Opportunities

Collaborating and Sharing Best Practice



We are looking for former trainees – across our Alumni in Primary and Secondary – who might like to participate in a **TeachMeet Event** to be held in the Summer Term

We are keen to create opportunities to share knowledge and ideas about what works in the classroom.

If you would be interested in delivering some training and sharing some teaching ideas, please contact me.

Henry Sauntson

hsauntson@teacheast.org