Supporting excellence in initial teacher education in further education and skills

Case study for projects

To be submitted to LSIS by 5.00 pm on 31st October 2012 to deborah.moss@lsis.org.uk.
Please refer to the questions in each section to help you prepare the content.

ABOUT YOUR PROJECT

1. Project title

Sharing Innovation in Teacher Education (SITE)

2. Project summary (max 50 words)
This may be the same as in the original submission, but please amend in light of changes you may have made during the duration of the project.

The project established a cross-sector team to identify and share Initial Teacher Education innovation in partnership with providers, employers and other organisations. It identified, piloted, evaluated and shared effective innovations and embedded them in a range of partners' programmes to contribute sustainable solutions to the future of ITE.

3. Your ITE provision (approx 200-300 words)
Describe the ITE provision you are offering from September 2012, including as a result of the project: number of students (predicted or estimated if not confirmed), accreditation, delivery methods and target audience

Although the project was not directly involved in providing places for starting ITE programmes from September 2012, the partners involved in the project provide PTLLS, CTLLS and DTLLS programmes running during this academic year and a significant number of trainees have therefore directly benefited from the activities of the project.

Numbers involved in the **trialling phase** -

20 organisations from across the breadth of the sector:
Further Education (15 colleges), Higher Education (2 Universities), Work Based Learning (1 private training provider), Public Services (1) and Specialist Colleges (1)

955 trainee teachers and **28 teacher educators**

Numbers involved in the **Embedding phase** of the project -

10 organisations from a range of contexts across the sector:
Further Education (7 colleges), Higher Education (1), Work Based Learning (1), and Specialist College (1)

185 trainee teachers and **14 teacher educators**

4. Resources used *(you may decide upon the level of detail to be provided here)*
Outline the resources used to run this provision (outlined in 3 above) including: teaching time, resources used, tutoring/mentoring etc.

Where possible please provide a cost for these resources.

The costs were built on learning from established South West CETT partner protocols including assumptions re: the days required for a number of partner activities to fund release of staff time etc.

Of the £60,000 funding, 42% was spent on central co-ordination costs and 58% paid to partner organisations.

Central Project Team

SWCETT Management and Coordination (40 days)
Including SWCETT Manager, Coordinator, Administrator and Accounts Manager

	£ 16,000
Administration (32 days)	£ 8,000

Partner costs and activities:

Release of staff time and access to expertise based on learning from SWCETT partner delivery model.

Planning and development throughout whole project (12 days)	
Establish cross sector expert peripatetic team (5 days)	
Research and selection of cross sector pilots (30 days)	
Support for provider pilots-working to embed ITE with providers and employers (20 days)	
Evaluation reporting and wider dissemination (5 days)	
Upload to appropriate web portals (5 days)	£ 30,800
Venues meetings (approx. 6) £2,500	£ 2,500
Travel costs for pilot support expert team £ 2,700	£ 2,700
	Total £60,000

5. Achievement against aims and objectives of project, and lessons learnt *(approx 400 words)*

The project has met its aims extremely well. Trialling and embedding target numbers were exceeded: 14 ITE delivery organisations involved as triallers (against a target of 12); 10 organisations involved in embedders (target: 6). In addition, **the reach of the project** was extended by featuring SITE innovations at relevant events (such as the SW Teacher Education Forum), thus gathering additional data on the quality, usability and value for money of the innovations, and strategies for further trialling and embedding of them. Collecting, making available, evaluating and sharing existing small innovations **offered organisations significant time savings** in programme design and creation or adaptation of learning materials, and **represents a model which is replicable across other ITE provision.**

The networked active learning approach of SWCETT has enabled us to mobilise particularly quickly and effectively. We have built on the extended community of practice and capitalised on the goodwill of the existing Centre for Excellence in Teacher Training partnership. This enabled us to work through the development cycle of the project and maximise impact within the timescale. The shared interests and values and high levels of voluntarism within the partnership have been a major contributing factor to our achievement of project objectives.

Technology has played an important part in this project in the following ways:

- as a means of keeping partners, SWCETT members and others closely in touch with project progress through the SWCETT maintained email list

- as the medium through which the sixteen project innovations were collected into an 'Innovation Catalogue' and distributed electronically as a PDF file to project partners and others. Further additional support materials were also made available on request.

- as the focus of a number of the innovations in the catalogue (e.g. CETT mentor training resources; Jorum online ITE modules)

- the innovations and their evaluation will also be made available on
the Teacher Educator UK wiki at https://teachereducatoruk.wikispaces.com/
the Reflective Practice wikl at http://reflectivepractice-cpd.wikispaces.com/

- an online questionnaire has been used to collect added evaluative data from project participants

We have adopted the strategy that **'e-learning is the tool but learning is the goal'** (Crawley 2010 p. 106)[1], and this has worked well. Technology has helped to facilitate the overall goal of offering small, accessible and replicable innovations.

Preliminary evaluation results give us confidence that the approach and outcomes of this project are innovative, sustainable and of a high quality, and could be applied elsewhere in a cost effective manner.

Although we have achieved our outcomes well, the timescale has not been conducive to that being the case, and a longer timescale would be preferable in future projects.

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[1] Crawley, J. (2010) In at the Deep End. A survival guide for teachers in post compulsory education. 2nd ed. London: Routledge

6. Advice to others

This case study will be made available to other providers via the Excellence Gateway. Please outline any advice you would wish to give to others who may be inspired to develop a similar model by answering the questions below. Where possible please highlight any resources (publicly available) that may be of use to others.

- *What difference has this project made to our knowledge of running affordable and excellent ITE programmes as an organisation?*

Across the SWCETT partnership, we have built a productive and collaborative partnership which involves an extremely wide range of experience and expertise in ITE and CPD. This project has provided a welcome opportunity to identify and collect innovations we have previously utilised successfully as individual providers, then trial, embed and evaluate them with others. The knowledge gained has convinced us that this model of sharing innovation, supported within the SWCETT partnership, could continue to work and be extended further across SWCETT, and into other organisations / partnerships.

- *What, if any, further developments are you considering as an organisation following on from this project?*

With support, we could adapt, collect and curate further small innovations, for further trialling and embedding, and work with others to adopt the same approach.

- *Will this project result in sustainable improvement? If so, how?*

At this stage we have good indicators that this would be the case. From preliminary evaluations providers have:

> o found the innovations good value, useable, useful and effective
> o indicated their willingness to continue to use them in future ITE and CPD programmes
> o shown interest in taking the work of the project further
> o been willing to contribute further innovations to extend the range available

- *How can the lessons learnt in this project be applied to other provision?*

The materials will be freely available online as will the project reports and this will in itself offer others the opportunity to learn from our project, and seek to apply the work in other contexts.

The supportive facilitation of the process of collecting, trialling, embedding and evaluating which has been provided by SWCETT is however crucial, and we believe such a project would have difficulty succeeding without it. The SWCETT team would be able to support others in adopting this approach if funding were available to do so.

- *What lessons are there about the strategic use of technology for ITE?*

As indicated in a previous section, we have used technology as a tool to support the project process and outcomes. We have been strategic in seeking simple, accessible uses of technology, and project participants appear to have welcomed this. We are also making materials available on an open source learning platform so that they can be used and adapted as suits others' needs.

7. Contact information
Please provide contact information of the author of this case study and state whether you are willing to answer queries from others.

Paula Jones (Learning South West); Kerin Burke (Learning South West)
Jim Crawley (Bath Spa University)

Via:
South West Centre for Excellence in Teacher Training (SWCETT) – swcett@learning-southwest.org.uk

8. Resources available for others
Please provide details of the resources that can be made available to other providers as a result of this project. Examples may include teaching and learning resources, handbooks, spread sheets to calculate costs, flyers and recruitment materials, procedure documents etc. These should be referenced in this report and submitted at the same time.

- The Innovation Catalogue – newest version attached as pdf

- The partnership model of the South West CETT (available from the end of Nov 2012) to support replication or affirmation of good practice

- The online questionnaire, which is at:
  http://www.survey.bris.ac.uk/bathspa/siteproject

- The materials will be published online together with the project final report at:
  the Teacher Educator UK wiki at https://teachereducatoruk.wikispaces.com/
  the Reflective Practice wiki at http://reflectivepractice-cpd.wikispaces.com/