



Newsletter February 2021

Dear Colleagues

During this period of the most extraordinary change in the way schools are operating I have been delighted by the way that colleagues within YTSA have adapted to meet the challenges of remote collaboration. Some of our CPD sessions, delivered across Teams, have been accessed by more colleagues than any of our previous training sessions. The training programme itself has also been adapted to meet the needs of the new landscape that teachers are working within and the link between our R&D and CPD ensures a strong evidence-based approach. Initial Teacher Training continues to be highly successful and has also been adapted to meet the challenges presented by current circumstances. We are hugely grateful to all colleagues who have contributed to the work of YTSA and extend an invitation to others who may wish to get involved to please contact us at your earliest convenience. I wish you all a restful and recuperative half term break.

Chris Burt, Director of YTSA

CPD: (Next meeting, Thursday 11th February 2021 3-4pm)

We are incredibly grateful to the many colleagues who, despite the many challenges that we have faced in schools this year, have still been willing to commit to researching and delivering training sessions, and indeed to the many who have attended the virtual sessions.

The Covid restrictions have forced us all into new ways of working and, for the CPD programme, this has meant a wholesale shift to delivering via Microsoft Teams. Although this has complicated the planning, delivery and logistics involved with attendance, there have been significant gains, most notably ease of access. Colleagues who are geographically spread have been able to attend training sessions from the comfort of their own desks/homes rather than incurring the costs of travelling; at least on this measure, it has been a more efficient way of working!

We have seen very healthy attendance at our Monday 4-5pm sessions, with some recording of the sessions for colleagues who were unable to attend the live version. As with our own lessons, delivery has become more relaxed and more interactive over time and there has been some very encouraging collaborative work done in these sessions. Monday sessions have mainly focused on pedagogy, including training on memory/recall, metacognition, self-efficacy and teaching high prior attaining students; there has also been training on wellbeing, unconscious bias and engagement -and training directly targeted at school leaders on using data and on curriculum design.

After February half term, we will be running our final Monday sessions of the year, on Diversity, Behaviour and Literacy.

Networking with colleagues in other schools has been very helpful – and the subject networks have also been running in the Monday 4-5pm time slot, in many cases. Other networks have met at different times,

or in different ways for example supporting each other via email. These conversations are both encouraging and helpful in a time of great change; if you would still like to get involved, you can still register to join the Subject Network in your specialist area via [this link](#)

The first part of the NQT conference ran virtually, with the second to take place later in the year (maybe in person?!) Newly qualified teachers considered workload/stress management, 'teaching from the front,' evidence-based teaching and some first-hand accounts of colleagues' first few years of teaching.

We are currently making more detailed plans for this year's mini conference on March 17th with Mary Myatt; this is primarily aimed at School Leaders, focusing on the theme 'leading with integrity'. Mary is delivering remotely and there is still time to sign up. Please do so via [this link](#) if you are interested (1.30-3.30pm) and there will be more detail to follow shortly.

Our aim is that the YTSA programme is underpinned by the most reliable and up to date educational research. Katie Hunter (Deputy Headteacher at Ryedale School) supports this, partly by sending a fortnightly bulletin of useful educational research (in a very readable and user-friendly format) to the CPD leads in all YTSA schools. If you would like to see previous versions, or don't currently receive this, please contact Tori via t.bramah@staidans.co.uk to let her know.

Warmest wishes
Ruth McQuire, YTSA CPD Lead

Research & Development: (Next meeting, Thursday 11th February 2021, 3-4pm)

Bulletins

Thank you for the feedback; I am glad that so many of you are finding the bulletins useful. If there are any particular areas of interest that you would like me to focus on in the bulletin, please let me know and I will do my best to tailor the bulletin for you.

Latest News:

As a result of the Covid-19 pandemic, many educational research trials have been delayed, postponed or restarted therefore I don't have any recent publications to share with you. However, the EEF has continued to commission literature reviews to investigate specific areas of interest. These reviews are often the basis for the trials and projects they commission. They have recently published a number of new evidence reviews. The following documents would be of particular interest to our CPD leads:

Remote Professional Development <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/remote-pd-rapid-evidence-assessment/>

Self-regulation https://educationendowmentfoundation.org.uk/public/files/Metacognition_and_self-regulation_review.pdf

In addition, the EEF will publish an evidence review on feedback in June 2021- you can read more about that here <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/the-impact-of-feedback-approaches-on-educational-attainment-in-children-and-young-people/>

The EEF continue to recruit for future trials. I strongly encourage people to consider being part of a trial if you have not done one before- they are a fantastic way of accessing CPD and working with research professionals as well as contributing to educational research. (Although it is worth noting that many current trials are aimed at key stages 1 and 2) More info can be found here:

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/recruiting/#>

Teams

A reminder to all CPD leads that the R and D area of the YTSA Team is populated with a range of different resources and research documents that might be of interest or use. If there are any areas of pedagogy that are not covered or you would like more resources, please let me know and I will endeavour to add to what is already there.

Katie Hunter, YTSA R&D Lead

ITT:

Making the decision to enter the profession and start your PGCE year always feels like the start of a journey that will have its fair share of twists and turns. So much so that during our Induction part 1 in June, we ask our trainees to complete a journey tag in order to encourage them to reflect on where they are, look ahead and plan targets to help them negotiate the journey ahead. After last year's cohort were severely disrupted, I'm sure that many of our trainees were full of trepidation.

Although the year started fairly well with some University sessions and Professional Studies sessions in school going ahead as normal, it soon became apparent that Covid-19 would once again have a significant impact on the way that training could be delivered. The difference this year is that both YTSA and our partner HEI's have been ready and able to respond in the best way possible.

Since the Christmas break and Lockdown 3, school and University staff, placement school Coordinators and mentors as well as trainees have needed to be creative, flexible and resilient in providing suitable and appropriate opportunities for our trainees to gain valuable experiences and fulfil the teacher standards. We are very aware of the demands that this has placed on everyone, not least because of the challenges and extra planning required to deliver remote online teaching. Host teachers and mentors have been immense in their commitment and support during this difficult time. We have been treading the difficult line of asking much of our placement schools whilst trying to offer the best opportunities for training to our cohort – not easy but made easier by the incredible generosity of partner schools.

From a trainee perspective, we're aware that this has been a tough start. We have tried to maintain a regular weekly contact with our trainees through Professional Studies, weekly reflections and Professional mentor contact and this will continue with weekly Wednesday morning availability for trainees to 'check in'. Having seen the group so regularly since September, I am full of admiration for them. They have remained upbeat, good humoured and supportive of each other. The start of a most difficult placement 2 seems to have been completed almost seamlessly and we should not under estimate the character and qualities needed to be able to go into a new environment and deliver lessons remotely to students you have never met whilst receiving verbal feedback from a mentor possibly also that you have never met! Impressive and if we can keep things going and stay well, they will have done brilliantly.

May I also pass on my grateful thanks to the staff from all of our partner schools who have contributed to the Professional Studies programme since September. The feedback provided by the trainees has been incredibly positive and the value and learning that they gain is fantastic. No more so perhaps than the intensive Careers session two weeks ago where seven of our staff were involved delivering advice on applications and carrying out mock interviews. I know that a number of these sessions will stay with them and the school led flavour of the sessions as well as their research basis have provided a high quality learning environment.

I think we all realise that this winter will be one that sticks in the memory. If we can get through February, the green shoots of recovery may become apparent after half term. Perhaps we can all dig in and take some inspiration from the late Captain Tom Moore who was able to help us all keep going and stay positive.

Very best wishes and thanks again to everyone in partner schools, partner HEI's and YTSA.

Dave Holdsworth, YTSA Director of ITT