



Dixons Allerton Academy

Policy: Initial Teacher Education

Responsibility for Review: Senior Leadership Team

Initial Teacher Education

Statement of intent:

As an Academy with a mission to be at the forefront of education research and development, we have a duty to be directly involved in the training of future members of the teaching profession. We consider initial teacher training to have strong beneficial links to school improvement and that it should form part of a career-long programme of continuing professional development.

The aims:

- achieve the highest quality training of future members of the teaching profession
- provide an incentive for constant evaluation by our own staff of their effectiveness as teachers
- allow our scholars access to the most effective teaching and learning styles
- utilise student teachers so they both learn good practice and enhance the learning of our scholars

Procedures:

Initial Teacher Education is the responsibility of the ITE Manager and is implemented by:

- forming partnerships in Initial Teacher Training with appropriate institutions of Higher Education to:
 - provide school placements for participants on school-based PGCE programmes in partnership with a range of ITE's
 - participate in other innovatory programmes and research designed to raise teacher recruitment and the effectiveness of Initial Teacher Education
- constantly improving the mentoring skills of our own teaching staff by:
 - enabling them to attend regular mentor meetings at partner universities
 - ensuring consistency by providing relevant professional development in the Academy on a regular basis supported by examples of good practice
 - Mentors should follow the effective practice guidance that encourages continuity of teaching, sustained student progress and aims to support further our diverse intake
- encouraging mentors to work with other teachers in their curriculum areas to:
 - discuss and disseminate a range of teaching and learning styles
 - become reflective practitioners in their own classrooms
 - to accept their role in the development of Initial Teacher Education participants