

### **Paired Placements: Guidance for Schools and Trainees**

Paired placements are not unusual, and the model is a common approach within ITT. This guidance describes the special features of the paired placements model and shows how it may be structured.

Please note that a paired placement means that two students are placed in ONE base class for the duration of their placement. They may also work in other classes and on tasks, often on an individual basis. If two students are placed in the same school but **different** base classes, this is not a paired placement.

**Trainees will be engaging in one of three ways of working at any one time:**

- Lead teaching
- Group teaching
- Team teaching

**Trainees** will use their time when they are not the lead teacher to work in a variety of ways (e.g. plan/teach a group; observe Mentor; team-teach)

The **University Placement Tutor** will provide support from an initial contact and will make separate visits (although this may be on the same day). The two visits will involve:

- Joint observation and discussion of progress for student A
- Joint observation and discussion of progress for student B

**Mentors** provide a minimum of 1 written Record of Lesson Observation per week per student.

**Mentors** will provide one weekly meeting with each trainee – this can be a combined meeting if all parties are comfortable with this.

**Mentors** will produce 1 Mid-Point Review and 1 final End-Point Review per student.

**Mentors will ensure that they complete separate reports based upon the specific strengths and needs of each student individually.**

### **What do each of the ways of working mean for a student on a paired placement?**

#### **Lead Teaching sessions**

It is vital that both students have the opportunity to learn and flourish as the teacher leading the class.

Student A will take responsibility for the planning, teaching, assessing and evaluating of a whole class session (building up to a minimum of 40% by the end of placement)

During Trainee A's lead teacher sessions, Trainee B may be supporting as an additional adult, observing, planning and teaching a small group or intervention group from the same class or another class.

Similarly, Trainee B will take responsibility for the planning, teaching, assessing and evaluating of a whole class session (building up to a minimum of 40% by the end of placement).

### Group Teaching

Trainees can plan for and teach a small group or work with an intervention group on specific, planned activities. Each trainee should take responsibility for the planning and teaching of a group(s) during the placement.

### Team Teaching

Team teaching is a significant area of skill development. The opportunity the placement affords for focused development of this aspect of practice will enhance the employability of the student teachers engaged in a paired placement even further.

Team teaching has many employability benefits, but trainees and mentors should acknowledge and discuss possible challenges too and support each other in this aspect of the placement. Team teaching involves a set of skills that need development and feedback throughout the placement.

### Constructing a timetable for Paired Trainees

This is a **guide** and **can be used flexibly** to suit different contexts.

If we assume a teaching week comprises 4 main teaching periods each day (2 in the morning, 2 in the afternoon) there are 20 teaching sessions per week.

**An example of a 50% teaching timetable for Trainee A & Trainee B in a KS1/2 setting:**

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1		Trainee A - Lead Teacher Trainee B - Group Teacher	Trainee A - Lead Teacher Trainee B - Group Teacher	Trainee A - Lead Teacher Trainee B - Group Teacher	Team Teaching
Session 2	Team teaching	Trainee B - Lead Teacher Trainee A – Group Teacher	Trainee B - Lead Teacher Trainee A – Group Teacher	Trainee B - Lead Teacher Trainee A – Group Teacher	
Session 3	Trainee B Lead Teacher	Trainee A Lead Teacher			
Session 4				Trainee B Lead Teacher	Trainee A Lead Teacher

Using this example, to meet the 50% requirement, trainees must teach **10** sessions or the equivalent per week.

5 sessions – Lead Teacher

2 sessions – Team Teaching

3 sessions – Group teaching (having *planned* for this group)

The above timings can also be supported by careful consideration of when trainees have out of class time for planning, assessment and preparation. By sometimes arranging these at different times for each trainee this allows for each to have some time when they feel in charge of the class.

**Evaluations and comments from Trainees on previous paired placements:**

<i>I had someone to help me with the planning and teaching. I had moral support. I enjoyed working with the person I was with.</i>	<i>The ability to bounce ideas off each other.  It was nice to have someone to collaborate and team teach with on occasions.</i>	<i>I feel this would be a good opportunity on placement.</i>
<i>Being able to use the other trainee to support a group at times when they are not full class teaching is very useful.</i>	<i>Someone to plan with, someone to relate to, extra classroom support when teaching.</i>	<i>Supportive partner, helped each other so marking etc.</i>
<i>More confidence having the class as we did it together.</i>	<i>Didn't feel alone, knew someone was experiencing the same things as me.</i>	<i>Having someone on placement who are having the same experiences to bounce off and to have support from.</i>
<i>Have someone to work with when filling out university documents and planning allowed for it to be a more supportive and collaborative experience which was really nice.</i>	<i>I enjoyed having another person going through the same experiences as me right there to talk to at the end of the day.</i>	<i>It was good keeping each other in check with the booklet tasks and keeping on top of the workload.</i>