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Association for IT in Teacher Education (ITTE)

**An evaluation of the use of the BBC News School
Report project in initial teacher education**

**for the Training and Development Agency for
Schools (TDA)**

July 2009

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1.0 Executive Summary

1. The BBC News School Report project is a collaboration between TDA and BBC to build ITT and CPD activities onto an existing project.
2. This evaluation has been carried out by the association for IT in Teacher Education (ITTE). It focuses on the evaluation of teacher training aspects of the project and complements other evaluations of the project as a whole.
3. Measured against the aims of the TDA, and against other measures, it has been a very successful.
4. The TDA's role as 'partner' was seen as key and beneficial by providers.
5. The project has enhanced the professional attributes and skills of trainee teachers engaged in the project, providing many opportunities to evidence meeting the QTS Standards.
6. The evidencing of Standards through the project required some changes to existing recording and monitoring systems
7. The project's outcomes against QTS Standards is more clearly defined than for CPD activity for qualified teachers.
8. Trainees have shown high levels of confidence, and a willingness to take risks, in leading activities within the project including liaison across schools and with a wide range of teachers.
9. In the few cases where schools, or trainees, have dropped out of the project it would appear to be associated with single trainee/school engagement rather than clusters.
10. The project has provided opportunities for active partnership with City Learning Centres, where these are covered by the provider partnership.
11. The multi-disciplinary nature of the project provided opportunities for providers to look at innovations and change to their programme design and assessment.
12. The project provided opportunities for trainees to work in non-standard environments, increasing their understanding of learning beyond the classroom and in work-related contexts.
13. Where trainees are on employment-based routes or in a single placement for the duration of the project there has been greater opportunity for successful completion due to the fixed timelines in the project.
14. The diverse nature of provision and partnerships means that this project, as with any others that may be considered in the future, is likely to be more successful with some patterns of provision and others. This should be recognised in the bidding process for providers taking part and in the discussions with project partners.

15. The project had positive impact on pupils' learning in the fields of journalism, media, literacy and use of technology. Pupils' confidence and maturity was enhanced. This was contrasted to traditional 'coursework' where such gains are not always seen.

2.0 Introduction

2.1 Context

16. This evaluation has been carried out by members of the association for IT in Teacher Education (ITTE) on behalf of the TDA.
17. It focuses on the aspects of the BBC School Project that are in the domain of initial teacher education and training. It complements a fuller evaluation of the project as a whole being carried out by Don Passey at The University of Lancaster.
18. Throughout this report the term initial teacher training (ITT) will be used as this is in use by the TDA. Other readers may prefer initial teacher education (ITE) and this may be read synonymously with it throughout.
19. ITT provision has two sub-categories – Mainstream (Undergraduate and Postgraduate) and EBITT (GTP and other school based programmes) Where these different types of provision provide distinctive evaluative comments they are referred to explicitly. In other cases ITT provision is considered as a single entity.
20. This report refers to a number of groups of people for whom specific nomenclature is used. This is, again, to align with TDA usage and to avoid ambiguities.
 - Provider – the institution or organisation that provides initial teacher training.
 - Partnership – the provider and the schools in which trainees are placed for their teaching experience
 - Schools – this term encompasses those institutions that may be named as academies or colleges (excluding colleges of further education)
 - Trainee – a student on an ITT programme
 - Pupil – a learner in a school

2.2 BBC News School Report

21. BBC News School Report aims to engage 11–14 year olds with news by helping them to set their own editorial agenda for a real audience. Resources, including six lesson plans explaining the basics of journalism, are available on the School Report website: www.bbc.co.uk/schoolreport.
22. Schools taking part worked towards a national deadline on the news day, 26 March 2009, when all the secondary schools involved became broadcasters and simultaneously publish video, audio or text-based news on their school websites.
23. The BBC News School Report site links all the school sites together using an interactive map, and all BBC platforms – including Radio 4, BBC 1,

News 24 and regional news and radio – feature samples of students' work from around the country, driving a real audience to all of the work featured on the BBC site. In 2008 nearly 300 schools participated.

24. Don Passey of Lancaster University produced an Independent Evaluative Review BBC News School Report in 2007/8. BBC News School Report worked with 294 schools in 2007/8 with the evaluation looking at 52 schools in the North West of England. Key Findings included: Schools were supported in their involvement in the project by City Learning Centres and also by BBC mentors. The news produced by the Students in schools was wide ranging. Students are unlikely to have been able to encounter this sort of experience through other channels. Educational gains were reported by teachers involved with the project. The project was highly inclusive and empowering for students.

2.3 *Involvement of ITE providers*

25. In 2007/08 the TDA supported a pilot group of trainee teachers at Manchester Metropolitan University, the University of Hull, and Nottingham Trent University who took part in BBC News School Report while on placement, developing and filming news stories with pupils.
26. The TDA asked ITT providers to submit a bid to take part in 2008/09. Eight providers subsequently engaged with the project.
 - Nottingham Trent University¹
 - University of Sussex
 - University of Sunderland
 - University of Reading
 - Bradford College
 - Gloucestershire ITT Partnership
 - Edge Hill University
 - Newman University College
27. Each provider was different in terms of the trainees it involved in the project:
 - Secondary PGCE Applied ICT tutor working with ICT and English trainees working together
 - Media studies GTP trainees working with one part time GTP tutor
 - ICT tutor and English tutor working with English and ICT 2nd year BA Secondary Education students in a pre-professional year.
 - Secondary ICT trainees
 - PGCE trainees from a range of disciplines
 - Science and humanities GTP trainees
 - Science, ICT and English PGCE trainees
 - Undergraduate ICT and PGCE English trainees
28. The total number of trainees engaged directly in the project was 43 in total, ranging from three trainees with one provider to 16. In some cases

¹ One of the evaluators and authors of this report, Pete Bradshaw, works at Nottingham Trent University but he was not involved in the institution's work on the project or with the trainees or schools involved.

trainees started the project but due to changes in personal circumstances or in the placement schools they were unable to finish.

29. Providers engaged schools from their ITT partnership to take part in the project. The total number of schools involved in the project through providers was 28, plus 2 City Learning Centres.

2.4 TDA and BBC aims

30. The TDA and BBC identified three aims for the engagement of providers in the project.
 - Test the use of news production as a way of raising learning outcomes for trainee and existing teachers in the use of ICT in their curriculum areas;
 - Meet the TDA need to raise the ability of trainee and qualified teachers to use ICT in their curriculum areas in schools;
 - Enable increasing numbers of secondary schools to join School Report News Day by developing awareness, confidence and the relevant skill sets in trainee and practising teachers.
31. These aims provide one of the frameworks for this evaluation. The other frameworks are those formed by the initial emerging themes and the provider self-evaluation form.

3.0 Methodology

32. Provider engagement in the project was from the start of the academic year 2008/09 until March 2009 when the Newsday took place. The evaluation team was commissioned in March 2009 and the evaluation undertaken from April to June 2009.
33. The evaluation consisted of a number of phases.
 - initial discussions with TDA and BBC to frame themes emerging from informal interim evaluation and feedback from providers and engagement during the project (April/May)
 - access to completed news reports online (April/May)
 - provider completion of self evaluation reports (May)
 - clarification and identification of the emergent themes by the evaluation team (May)
 - face to face evaluation meetings (May)
 - follow up telephone interviews as necessary (May/June)
 - production and submission of draft report for checking factual accuracy production (May/June)
 - submission and dissemination of the final report (June/July).
34. **Initial discussion.** The TDA and BBC had been closely involved with providers as they engaged with the project. Providers had bid to take part in the project and were provided with the TDA and BBC aims for their involvement. During the period of the project informal feedback and self-evaluation was garnered by TDA and BBC staff. The evaluation team spoke with key staff in both organisations to identify the emerging issues.

35. **Access to completed news reports.** The project resulted in a number of news reports posted online by pupils under the guidance of trainees from the participating providers. The evaluation team were able to access these, as they were in the public domain, to gain some insights into the achievements of pupils and, by inference, of the trainees. Due to this being somewhat remote from the providers themselves, and due to the partial nature of the presentation, it was decided not to use this in any systematic way. It was treated, therefore, as a means of shaping the landscape of the project and informing the evaluators' view of it. The reports are all available online at http://news.bbc.co.uk/1/hi/school_report/student_reports/default.stm. These provide a valuable context for this report and show some of the products of the students' work in school. In addition the School report teachers resources are a useful reference, as some providers used these in developing trainee's practice. These can be found at http://news.bbc.co.uk/1/hi/school_report/resources_for_teachers/default.stm One focus of these materials is the issue of copyright, defamation and libel. This may not be something many teachers (whether serving or in training) are aware and the materials are particularly useful in dealing with these important topics. Unless pupils' work adheres to the BBC's strict guidelines on these issues, it cannot be used on the School Report website.
36. **Provider completion of self evaluation reports.** The TDA asked all providers to complete a self evaluation report. These were submitted around the time of the face-to-face meetings. As the planning for the meetings took place before most of the reports had been received, the agenda was set based on the emerging themes from the initial discussions.
37. The evaluation meeting agenda was formed by the themes that emerged in initial discussions. Following the meetings further areas of clarification were sought, especially where providers were not in attendance. This was provided by the providers' own evaluations and by follow up telephone calls.
38. Identical activities were carried out in both meetings. These were
- small mixed-provider group discussion of partnership issues, resulting in flip chart feedback
 - prioritisation of standards addressed by the project, resulting in annotated copies of the standards
 - small mixed-provider group discussion of issues to do with programme design, resulting in flip chart feedback
 - facilitator notes of issues to do with use of media tools (this theme also pervaded the other activities)
- An agenda is provided at Appendix 1.
39. A draft report was submitted to the TDA and BBC to check for factual accuracies in June with a final report produced at the end of the month. Part of the dissemination was through the ITTE annual conference in July 2009.

4.0 Findings from evaluation meetings

4.1 Emergent themes

40. Following the discussions with TDA and BBC at the end of the project, and the beginning of the evaluation process, four themes emerged to be considered alongside the initial TDA and BBC aims.
 - Partnership issues
 - Issues for programme design
 - Impact of the project on the Standards for Qualified Teacher Status (QTS)
 - Issues of use of media tools and technology
41. These themes framed the planning and agenda of the meetings.

4.2 Overview

42. The evaluation meetings took place in London and Manchester on consecutive days. Three providers attended the first event, four attended the second. One provider was unable to attend. Half of the providers were represented by trainees. In one case only trainees attended, with no one from the provider able to attend. An agenda for the meetings is provided at Appendix 1.
43. The events were focused on the evaluation process. Understandably, we believe, tutors and trainees wanted opportunities to show the work the pupils had done and to celebrate their successes. In 2008, an opportunity was provided to share with one other. It is felt that this would have been useful in 2009 and would have separated the need for 'show and tell' from the needs of evaluation.
44. TDA and BBC were in attendance at the evaluation events. This may have biased responses from providers and trainees.

4.3 Partnership

45. The project was taken up by providers offering a range of modes and models of provision. The providers represented mainstream and EBITT routes, postgraduate programmes and final and pre-professional years in undergraduate programmes.
46. Trainees with a variety of subject specialisms were involved. These included – English, science, humanities, ICT, media
47. Providers, teachers and trainees reported that involvement in the project added value to initial education partnerships through an enhancement of the collaborative working. By virtue of being involved in the project, there was evidence of cross-school and cross-subject collaboration. These led to collaboration between trainees and their working together in ways that they would not necessarily have done without the project.
48. The nature of partnership is expanded by involvement in such projects. Partnership in the BBC School Report project could mean across providers

and with the TDA. The TDA's role as 'partner' was seen as key and beneficial by providers.

49. The project developed partnership between providers and 'hubs' such as City Learning Centres and 14-19 Diploma consortia. Opportunities were identified by providers for involvement of other organisations, such as Creative Partnerships, to further extend these notions of partnership and collaboration.
50. Trainees were often responsible for leading the project within and across schools resulting in a re-evaluation of their relationship with mentors and tutors. Trainees in this role were seen, not only as advocates of the project, but as agents for developing the sense of partnership between providers and schools. *"Trainees agreed that they had developed skills that would enable to undertake future collaborative work with confidence"* – ITT Tutor involved in the project.
51. Trainees leading the project in schools and consortia led to an issue with the way in which the BBC/teacher relationships were set up in the project. A trainee's presence in a school is, de facto, a temporary one. The normal BBC relationship with schools is with a teacher in a substantive post so that continuity may be leveraged for future years (and perhaps in other projects). This was exacerbated when trainees' placements changed during the course of the project. This may be less of an issue where trainees on EBITT programmes are involved as they have a more in-depth relationship with their placement school.
52. Whilst not reported as an issue with all providers, there was sometimes a difference between schools' objectives for their involvement in the project, those of providers and trainees and those of the TDA (as outlined in the agency's aims). Lack of clarity in defining roles, responsibilities, management structures and communication channels emphasised any such differences. *"I think it may have helped the completion rate that I was part of the project in differing roles. As a university tutor I was privy to the BBC and TDA aims of the project. I also liaise with the 4 schools on a regular basis and know all the Heads of Media in a professional capacity. I also took part in School Report on the day as another Head of Media. We hosted Scott Colfer and Tim Tarrant from the TDA on the day and their positive reflections will be on our School Report evaluation website."* – ITT Tutor involved in the project.
53. Providers and trainees reported very favourably on the training provided by the BBC. While this training was also on offer to mentors, it was reported that this was not always taken up. An opportunity for developing partnership and helping embed the project into ITT was therefore missed.
54. Many trainees were being more proactive than would normally be expected while on teaching placement. In a few cases, this was reported as having some conflict with their role as a trainee and their relationship with mentors. Similarly, the relationship between trainee and the pupils different from that normally seen as quite a lot of the work happened outside 'normal' lessons and in different contexts. The project enabled trainees (and pupils) to take risks and teach in different situations.
55. Whilst not seen as a pre-requisite, where a school had taken part in BBC News School Report in previous years, the assimilation of trainees into the project was facilitated.

56. Some trainees thought that the project 'Took away need for lesson plans and concentrated on practicality'. It was not seen as an embedded activity in their training. Providers reported an 'overhead' in terms of time and money in linking with and between schools and taking part in the project. *"An ICT trainee stated that it has been of great help to his training as it has helped him to understand Video and editing to a higher degree so that he could confidently teacher this topic in his classes."* – ITT Tutor involved in the project.
57. Where several trainees were in the same school and could work together, providers reported benefits from collaboration and learning from each other. This model of deployment also helped with the logistical issues caused by out-of-class working.
58. Some providers felt that trainees working alone in a school were a factor in schools dropping out from the project. Other providers felt that this was mitigated by use of schools that had been involved in the project and partnership for some time.
59. The provider was central to recruiting schools to the project, joining the project as a partnership with schools. In some cases, providers who had 'signed up' to the project with the TDA reported subsequent difficulties in recruiting schools to the project. The issue of schools dropping out was problematic both to providers and the BBC.
60. The project provided opportunities for sharing and celebrating success with other trainees and across the partnership.

4.4 Standards

61. Providers and trainees identified that the project had a positive impact on a wide range of standards. Appendix 2 lists the standards for qualified teacher status and indicates the extent to which a match with opportunities provided by this project was reported. In addition partnership schools generally viewed the project as beneficial for trainees.
62. The project provided a means for trainees to collect evidence of meeting the standards and to do this in a holistic way. Some providers reported that, as the project was not a mainstream activity, its use in providing evidence did not always fit with existing systems.
63. Many trainees felt that their subject knowledge in ICT and in aspects of the English curriculum allied to journalism and media studies had improved.

4.4.1 Professional attributes (Q1 to Q9)

64. Providers and trainees reported that the project helped with all of the standards in this section with the possible exception of Q9.
65. For Q1 the project allowed, or even required, trainees to develop and demonstrate trust, in pupils to work on high profile and high quality activities. This naturally leads to high expectations.

66. The out of classroom aspects of the project was considered important in relation to Q2.
67. The projects requirements for trainees to engage with legal, ethical and health and safety legislation provided opportunities for Q3.
68. Trainees worked with a wide range of people. This provided a range of communication with a diverse set of stakeholders. This was seen as intrinsic to Q4. *"Due to the nature of the project, I have had the opportunity to communicate with a wide range of people in a wide range of roles, from pupils, staff and senior management at the school, to BBC staff and Trainers as well as University tutors."* – Trainee involved in the project.
69. The project required trainees to work as part of a team – with pupils, BBC, other staff. This teamwork was seen as fundamental to Q5 and Q6.
70. The links with future employability opportunities for trainees to train peers and other staff allowed for evidence to be collected for Q7. Reflection on the engagement (in CEDP) was also seen as a key aspect for this standard.
71. Innovation and the development of independent thought are fundamental in this project and in addressing Q8.

4.4.2 Professional knowledge and understanding (Q10 to Q21)

72. Providers and trainees identified that engagement in the project provided opportunities and evidence against many of this group of standards. In particular the strongest match was seen to be with Q17 and Q21a. For ICT specialists Q14 was also well supported by the project.
73. The project provides huge opportunity for use of different types of ICT in supporting literacy; for example in news gathering, editing and structuring of reports. Evidence here could be used for Q17. *"I have developed my own Literacy skills through the journalism training that I received from the BBC/TDA. This really helped me when I was delivering the project, and will hopefully help me with my future teaching too."* - Trainee involved in the project.
74. Consideration of issues of online safety associated with the project was seen as a key outcome of project and pertinent to Q21a.
75. The project requires the telling of stories through video. This supports the ICT subject curriculum within and helps address Q14.
76. Other standards in this group that were identified as being touched by the project were:
 - Q10. The project gives experience of a very different way of teaching and learning. Personalisation is addressed by the assigning of different roles to pupils in developing news reports.
 - Q12. The production of videos, audios and observation of pupils engaged in activities associated with the news reports provided opportunities for different approaches to assessment.

- Q15. The project provided natural links with citizenship, literacy, numeracy and the Every Child Matters agenda.
- Q18. Pupils were required to write for different audiences and work with in diverse, often cross-school groups.
- Q19. The project suitable for all abilities with examples provided of working with pupils with English as an additional language and the gifted and talented.
- Q20. Trainees worked across departments and liaised with a wide range of other colleagues, often leading and directing their work.

4.4.3 Professional skills (Q22 to Q33)

77. Providers and trainees identified that engagement in the project provided opportunities and evidence against many of this group of standards. In particular the strongest match was seen to be with Q30, Q32 and Q33.
78. The project provided many opportunities for working outside the classroom. These included other locations within the school, in hubs such as CLCs, in other schools and in the community. Any of these could be used for addressing Q30.
79. Trainees worked across departments and liaised with a wide range of other colleagues, often leading and directing their work. This provides opportunities and evidence for Q32 and Q33 (in addition to Q20 above).
80. Other standards in this group that were identified as being touched by the project were:
- Q22/23/24. While not a conventional context for lesson planning, the project nevertheless was seen to provide opportunities for out-of-class learning and project planning. *"The project allowed me to plan a sequence of lessons that flowed for 4 weeks, where pupils developed on their theory skills that they had learnt through demonstrating in practical lessons. The majority of the lessons that took place were during an after school club, and out of the normal "School learning environment", allowing progression, extension and consolidation of their school day learning."* – Trainee involved in the project
 - Q25. The project provided opportunities for managing a group project, promoting equality and teaching different sorts of lessons.
 - Q27/28. Pupils were required to set themselves authentic targets, work with deadlines, engage in peer review and self evaluation and, in some cases, trainees used reflective logs.
 - Q31. Pupils were given much autonomy as they gathered and presented the news. This allowed trainees opportunities to develop pupils' self control and independence.

4.5 Programme design

81. This project, as with all similar activities, had its own timelines and deadlines. In particular, as it was dealing with news and journalism, understanding how to work with such deadlines was a key learning objective for pupils taking part. The project culminates in a national event in March. These timelines and deadlines did not always match well with

timescales and deadline of the providers and their ITT programmes.

82. Emphasising the previous point a pupil was reported as saying 'I have enjoyed the project, but I wouldn't want to work under that sort of pressure when I get a job'.
83. The project was different from and distinct from the 'usual' practices of teacher training programmes – because it is multi-disciplinary, because it goes beyond the normal strictures of the timetable and outside the usual classrooms. This provided opportunities for providers to look at the design of their ITT programmes to see how such activities might fit. It also provided a challenge as involvement in the project was only a small part of the provision and involved only a minority of trainees.
84. Many of the projects featured collaboration between schools/trainees/City Learning Centres. While some projects felt that this was successful and a real bonus, other felt the need to collaborate had thrown up extra barriers to success.
85. The project was seen to enhance employability and future careers, and provide opportunities for evidence to be gathered for use in ITT portfolios and Career Entry Development Profiles and their successors. In particular providers and trainees highlighted the use of the project in developing use of ICT, different pedagogic skills associated with working in non-traditional classroom environments, working with others and working with the world of work.
86. The project provided opportunities for tutors and trainees to work together in ways they may not get to do in other contexts – for example trainees were able to work with other trainees from different courses or routes into teaching. This sort of cross-curricular collaboration enhanced the trainees' experience of the project. In addition in some providers tutors worked together too.
87. There were also opportunities for trainees to work with pupils in a variety of contexts including lunchtime and after school clubs. This gave trainees the opportunity to structure the sessions as they found most effective. One commented: "I made it clear to the pupils from the start that there would be practical and theory lessons. I approached this by spending lunchtimes doing theory, and after school doing practical".
88. Trainees reported the project's positive impact on pupils' learning. This was in the project-specific fields of journalism, media, literacy and use of technology. Pupils were also reported as having enhanced generic skills including confidence and maturity. This was contrasted to traditional 'coursework' where such gains were not always seen.
89. The project encouraged a focus on the cross-curricular theme of 'technology and the media' this was beneficial and fitted well with some schools' increasingly innovative ways of delivering the Key Stage 3 curriculum, one provider reported.
90. The project provided a very effective vehicle for involving trainees with issues of child protection, defamation liability and copyright. Such issues cannot otherwise easily be included in an authentic way in ITT programmes.

91. Providers identified that the BBC dealing with issues of permissions meant that neither they nor trainees had to commit time to this. This was welcomed.

4.6 Media tools

92. Trainees felt that their ICT skills had been improved as a result of participation in the project, as well as their ability to apply these skills in classroom context. Many trainees commented that they felt this would have a positive impact on their future use of ICT and participation in such projects. One provider reported that although trainee ICT skills had generally improved, qualified teachers working within the project were not always willing to engage with the technology.
93. Most schools had access to the necessary technology themselves. Where this was not the case they gained access through working with other schools, CLCs or via the ITT provider. One ITT provider did not have sufficient cameras for the training days which took place within the institution.
94. Some participants felt it would have been useful to be able to buy some specialist equipment as part of the project.
95. Portability of software artefacts was an issue where trainees and pupils were working in multiple locations such as across school consortia or in hubs such as CLCs.
96. Further issues arose from transferability and compatibility of file types and formats. CLCs were reported as being good sources of solution to these issues, providing file transfer and conversion facilities.
97. While there were some issues associated with use of technology and media tools, these were not always as significant as those to do with the art and craft of journalism. This, journalism and media education, was the main motive behind the project and it may be that where problems were reported it may be that providers had taken up the project for different reasons i.e. gaining skills with technology.
98. Use of video was predominant outcome – BBC expressed surprise that there wasn't more radio/audio.
99. While feedback on training from the BBC was very positive, it was also reported that some pupils 'learned technologies by osmosis'. This may be related to the expectations that providers and trainees had of pupils before the project started.
100. Some providers accessed the training in ways that were different from that intended by the BBC. This caused some issues subsequently.

5.0 Evaluation against original aims

101. The TDA specified 3 aims for their School Report project:

- further the use of news production as a way of raising learning outcomes for trainees and existing teachers in the use of ICT in their curriculum areas,
 - meet the TDA need to raise the ability of trainee and qualified teachers to use ICT in their curriculum areas in schools, and
 - enable increasing numbers of secondary schools to join School Report News Day by developing awareness, confidence and the relevant skill sets in trainee and practising teachers.
102. **Raising learning outcomes through the further use of news production.** Trainees have worked with existing, qualified, teachers on the project. They have been drawn from a range of curriculum areas and the project embedded in those areas and in extra-curricular activities. The project has provided a means of developing ICT use in these curriculum areas although the news production focus has its own intrinsic curriculum. In some cases this has supported the curriculum area's learning outcomes. In others it has been supplementary to them. In all cases the value of authentic project has resulted in learners demonstrating enhanced capabilities in ICT.
103. **Raising the ability of trainees and teacher to use ICT in their curriculum areas.** This aim is encapsulated by the QTS Standards Q17 and Q23, for which strong evidence has been provided in the evaluation of the project.
104. **Increase numbers of secondary schools to join the project.** Through the use of ITT providers as 'hubs' and, with their trainees, as champions for the project it is expected that some schools will have taken part in the project than would otherwise have done so. The main piece of evidence for this is the way in which trainees acted as 'lead teachers' across a consortium of schools. This would indicate that the schools themselves would not have otherwise taken part. Secondary evidence is where providers have actively promoted the project within its partnership.

6.0 Summary of recommendations

105. Recommendations coming from the evaluation have been split into three sections, to reflect when they should be considered in future projects of this nature. Some of the issues need to be taken into account at the planning stage of new projects, some during the projects themselves and some when considering the outcomes.

6.1 Recommendations for planning new projects

106. While the TDA had explained to the BBC, the variety of the modes and models of provision on ITT and how such projects might develop subject knowledge in different subjects, this remains a key issue
107. The TDA should require more from providers, and partnerships, in outlining how their structures support the agency's aims for involvement in projects with partners.
108. The TDA should discuss the model of ITT partnership with its project partners. In the case of this project the relationship could be between an ITT partnership, through the provider, and the BBC to parallel the

relationship between a school and the BBC. This should lead to a greater understanding of roles within the project.

109. The TDA and partners, in this case the BBC, to plan to allow providers (through their partnership schools and consortia) to take part in the project in successive years with different trainees.
110. In defining a provider's role in projects partnered by the agency, the TDA should offer guidance for trainees, mentors and tutors as to their role in the project and how the project can be used as an opportunity to develop training. Outcomes for all parties – trainees, providers, teachers and schools should to be specified. Further guidance should be offered to project partners (such as the BBC) as to how the project and training might be tailored to meet specific needs of ITT.
111. The TDA consider possible negative impacts of involvement in the project could have on providers and trainees. Guidance on how to minimise such impact through the embedding of projects in training could be developed, especially where the project is repeated year on year.
112. The TDA to explore with providers the possibilities of flexibility in their provision to meet the needs of projects. Further, the TDA to explore with project leads (in this case the BBC) the possibilities of flexibility of different deadlines and schedules to fit the 'rhythm' of ITE programmes. The TDA should then identify and make explicit such learning gains when considering partnering with projects.
113. The TDA to reflect the involvement in such projects in the guidance for meeting QTS standards.

6.2 Recommendations to be considered during new projects

114. TDA and project partners to continue to make explicit the aims and objectives of projects and require providers to respond to them in bidding.
115. TDA and project partners explore a variety of ways make expectations explicit to providers.
116. Providers be required to describe their resources and needs in application to TDA for inclusion in projects.
117. Providers determine the nature of involvement of partner schools in projects, and gain their commitment, prior to signing up. TDA to ask for an explanation of this when asking providers to take part in such projects.
118. The project requires that schools identify a lead teacher for the project for the purpose of contact with the BBC. This was not always done where providers took the lead. The TDA could explore ways in which ITT tutors can be seen as lead teachers for the purposes of such projects and, in the case of this project, be registered with the BBC as such.
119. Providers could consider the involvement of schools in such projects as a factor when placing trainees.

120. TDA should ask providers to specify whether trainees would be working singly or together as part of their initial engagement with projects.
121. The TDA to ensure that project plans submitted by providers include important deadlines and ask providers to consider how they will work with them, especially where there are issues arising from trainee changing placement during the time span of the project.
122. The TDA to highlight how projects provide opportunities for meeting the standards and how evidence might be collected.

6.3 Recommendations to be considered towards the end of new projects

123. Providers should plan for the dissemination and celebration of their involvement to all of their trainees and across their partnership.
124. TDA and partners to hold a 'celebration event' whenever providers engage in such projects.
125. Evaluation events should be independent of those commissioning them.
126. The TDA to consider how such projects might be used within CPD beyond ITT and for the whole school workforce.

Appendix 1 – Evaluation event meeting agenda

BBC News School Report – Teacher Training element Evaluation meetings

London TDA offices 14th May 09
Manchester TDA offices 15th May 09

Purpose

The purpose of these meetings is to involve all stakeholders in the ITT element of the School report project in the evaluation process, which is being managed by Helena Gillespie and Pete Bradshaw on behalf of ITTE (The Association for IT in Teacher Education). The evaluation will be based on data generated during the project, the 8 provider's final evaluations and the outcomes of the meetings. It will be in the form of a written report which will be completed by the end of June 09.

Attendees

Thursday 14 May 2009, TDA Offices, Buckingham Palace Road London	Friday 15 May 2009, TDA Offices, City Tower Manchester
Bruce Nightingale (Nottingham Trent University)	Lynne Dagg (University of Sunderland)
Keith Perera (University of Sussex) (TBC)	Helen Clyde (University of Sunderland)
Paul Walsh (Newman University College)	James Andriot (Sandhill View School)
James Tromans (Newman University College trainee)	Andrew Davison (Venerable Bede School)
Kelly Leigh Hancox (Newman University College trainee)	Angie Dixon (University of Sunderland trainee)
Helen Shreeve (BBC)	TBC (University of Sunderland trainee)
Margaret Burgin (BBC)	Dr. Gordon Laing (Edge Hill University)
Ngunan Adamu (BBC)	Dr. Clive Opie (Bradford College)
Nikki Tansey (BBC)	Joy Sullivan (Gloucester ITE Partnership)
Tim Tarrant (TDA)	Naomi Browne (Gloucester ITE Partnership)
Ben Bryant (TDA)	Linsey Jamieson (Gloucester ITE Partnership)
Anthony McDonough (TDA)	Margaret Burgin (BBC)
Helena Gillespie (ITTE)	Ros Smith (BBC)
	Ngunan Adamu (BBC)
	Nikki Tansey (BBC)
	Anthony McDonough (TDA)
	Pete Bradshaw (ITTE)

Agenda

All times are indicative

Coffee and introductions from 10.30

11.00 – The evaluation process short presentation and an introduction/opportunity for questions and comments (HG/PB)

11.15 - BBC briefing on the project

11.30 – Short presentations (5 minutes max) by each provider about their own projects

12.00 – Discussion on Emerging theme 1 – **Partnership**. In what ways did the project develop/add value to/support partnership in ITT? Where there any problems in partnership raised by the project?

Working in 2 groups with mixed participants
(BCC/TDA/Providers/Mentors/Trainees) – mind map issues

12.30 - Lunch and break

Throughout lunch and the afternoon session, the BBC will be interviewing providers, mentors and students about their projects

1.15 – Exercise on Emerging theme 2 - **The Standards for QTS**. In what ways did the project support trainees' development in the 3 areas of the standards? (Professional Attributes, Professional Knowledge and Understanding and Professional Skills) Can we identify a number of individual standards that have been especially relevant?

Work in pairs using copies of Standards

1.45 - Discussion – feedback from standards activity and discussion of the impact of this on Emerging theme 3 - **Rationale and Course design in Teacher Training**. In what ways did the project fit in with the rationale and design of the Teacher Training Programme? What were the implications for Trainees' future careers?

2.15 – Focus on Emerging theme 4 – **Media tools**. How did the use of the media tools impact on the project? What ICT was used? When and how? What were the barriers and benefits in terms of choosing specific technologies?

Look at some of the other projects as they are online (or watch DVDs brought by providers) – discussion on media used/critique use of media

3.00 Close

Appendix 2 – QTS Standards

This table lists the standards for achieving QTS and a summary of the evaluation as the extent to which the BBC News School Report project provided opportunities for trainees' to demonstrate them.

	Match of project opportunities to Standard		
	Strong	Some	Weak/None
Professional attributes			
Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	X		
Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.	X		
Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.	X		
Q3 (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.	X		
Q4 Communicate effectively with children, young people, colleagues, parents and carers.	X		
Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.	X		
Q6 Have a commitment to collaboration and co-operative working.	X		
Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs	X		

Q7 (b) Identify priorities for their early professional development in the context of induction	x		
Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.	x		
Q9 Act upon advice and feedback and be open to coaching and mentoring.			x
Professional knowledge and understanding			
Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.		x	
Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.			x
Q12 Know a range of approaches to assessment, including the importance of formative assessment.		x	
Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.			x
Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained	x ²		
Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.		x	
Q16 Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT)			x
Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	x		
Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic		x	

² For ICT trainees especially

influences			
Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.		x	
Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.		x	
Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.	x		
Q21 (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.			x
Professional skills			
Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.		x	
Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.		x	
Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.		x	
Q25 (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.		x	
Q25 (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.		x	
Q25 (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.		x	
Q25 (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.		x	
Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.			x

Q26 (b) Assess the learning needs of those they teach in order to set challenging learning objectives			x
Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.		x	
Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.		x	
Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.			x
Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.	x		
Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.		x	
Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.	x		
Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	x		

Appendix 3 – Participants

ITE Institution	Mainstream or EBITT	Schools/CLCs participating	Students Participating
Bradford College	Mainstream	3 schools	5 trainees from PGCE secondary course (from ICT/Science specialist areas)
Edge Hill University	Mainstream	4	4 trainees – 1 English PGCE, 1 ICT PGCE, 1 Science PGCE, 1 BSc (Hons) Secondary Education with QTS
Gloucester ITE Partnership Secondary Graduate Teacher Programme	EBITT	3 schools	6 trainees (but not all were able to complete project)
Newman University College	Mainstream	4 schools	4 students (2 from Undergraduate ICT KS2/3 course – 2 from English Secondary PGCE)
Nottingham Trent University	Mainstream	3 schools plus CLC	4 students (1 English PGCE 3 Applied ICT PGCE)
University of Reading	Mainstream and EBITT	4 schools	5 trainees (4 English PGCE, 1 GTP RE)
University of Sunderland	Mainstream	3 schools + CLC on School Report Day	16 trainees completed project (although others were involved)
University of Sussex	Mainstream	4 schools	4 trainees
Total - 8	Total – 6 mainstream, 1 EBITT only, 1 EBITT and mainstream	Total – 28 + 2 CLCs	Total - 43

