

## TDA Student Associates Scheme 2008–2011: Core Programme

1. The core programme has been developed from effective practice and experiences of providers of the Student Associates Scheme in previous years. All organisations awarded funding to be providers of the Student Associates Scheme from 2008/09 will use the core programme as the minimum requirement for their provision. The core programme is intended to achieve consistency across the scheme, but also to allow some flexibility and variation. Providers may do more than is set out here. Most are also likely to build upon it in order to improve the outcomes and impact of their schemes on young people and their schools and colleges.
2. The core programme is designed to have a positive impact on young people and their schools and on Student Associates themselves by:
  - providing Student Associates with school experience and training that will form a preparation for ITT and encourage recruitment to the teaching profession; and
  - ensuring that Student Associates use their personal HE experience and subject knowledge to contribute to the Widening Participation/Aim Higher agenda.
3. The components of the core programme are presented overleaf in tabular form:
  - a set of 14 core goals for all Student Associates;
  - the induction and training required to underpin these goals;
  - examples of what Student Associates would achieve on their 15-day school placements in relation to the goals;
  - the sources of evidence of these achievements; and
  - for Goals 1–10, the link with the Qualified Teacher Status (QTS) training standard(s) to which the core goal relates.
4. Goals 1–10 ensure that Student Associates get training and experience related to specific aspects of QTS standards and the teacher training aim of the scheme; Goals 11–13 ensure that Student Associates get training and experience related to the aim of the scheme of encouraging wider participation and the raising of young people’s aspirations; goal 14 reflects the opportunities provided by participation in the scheme for the development of personal qualities and transferable skills.
5. The programme for induction and training is focused on the goals and should ensure that Student Associates make the most of their school placements. For guidance, this induction and training programme is likely to require the equivalent of about 15 hours of training sessions, which would include time required with Student Associates for dealing with administrative matters. Induction and training must be additional to the 15 school days on placement. It is recognized that induction and training may be delivered in different ways, including distance-learning, school-based training sessions, centre-based sessions or any combination of these.
6. The suggested school placement achievements are examples of the kind of things that Student Associates should achieve in schools to make progress towards the goals. It is expected that each Student Associate will have a school-based mentor who oversees their programme in the school. All activities undertaken with young people in schools should be under the guidance and supervision of the mentor or another experienced teacher.
7. There are two main sources of evidence of the achievements of Student Associates: (a) confirmation by the school-based mentor; and (b) the Student Associate’s written records of their school experience. A student portfolio is an important outcome of the placement. (See note 2). In the fourth column in the core programme there are suggestions as to which of these sources of evidence might be applicable for each achievement.
8. The entries in the final column headed *Related QTS Standards* indicate how the experience and achievements of Student Associates related to each core goal can be aligned most clearly to aspects of particular QTS standards. Many more links than those indicated are possible, but the entries are those where the contribution of the core goal to the particular standard(s) is likely to be most significant. The entries in this column will assist Student Associates in summarising their personal experience on the scheme for an application to an Initial Teacher Training programme. A separate, but closely aligned, document, the SAS Training Entry Profile (SASTEP) is to be used for this.
9. Where the term ‘young people’ is used in this core programme it is intended to refer to children and young people of any age in any of the kinds of schools used for placements within the scheme.

## Core Programme for Student Associates for 2008–2011

### Core Goals 1 – 10: Goals related to QTS Standards

Core Goal 1 – Professional Behaviour	Induction and training <i>Student Associates will be introduced to:</i>	Examples of achievements during school placement experience	Sources of evidence of achievement	Related QTS Standard(s)
Student Associates are to learn how to behave professionally in a school setting, and to demonstrate and promote in young people positive values, attitudes and behaviour.	<ul style="list-style-type: none"> <li>A code of practice for their school placement, making clear how they should behave as a professional in a school and classroom context;</li> <li>the positive values, attitudes and behaviour that schools seek to foster in young people;</li> <li>how they might demonstrate and promote these in school placements.</li> </ul>	<ul style="list-style-type: none"> <li>They have behaved professionally in the school and classroom and provided a positive role model to young people, showing qualities such as punctuality, commitment, willingness to learn, reliability and initiative;</li> <li>they have satisfied consistently the requirements of the code of practice for their school placement.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmation by the school-based mentor. <i>(Note 1)</i></li> <li>The Student Associate's records. <i>(Note 2)</i></li> </ul>	<b>Q2</b> Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Core Goal 2 – Relating to young people	Induction and training <i>Student Associates will be introduced to:</i>	Examples of achievements during school placement experience	Sources of evidence of achievement	Related QTS Standard(s)
Student Associates are to learn how they can establish fair, trusting, supportive and constructive relationships with young people in schools.	<ul style="list-style-type: none"> <li>Ways of promoting effective and productive adult-pupil relationships in and out of the classroom;</li> <li>how to respond constructively and appropriately when interacting individuals or groups.</li> </ul>	<ul style="list-style-type: none"> <li>They have learnt from observations of how experienced members of the school workforce establish constructive relationships with young people;</li> <li>they have treated young people consistently, with respect and consideration.</li> </ul>	<ul style="list-style-type: none"> <li>The Student Associate's records. <i>(Note 2)</i></li> <li>Confirmation by the school-based mentor. <i>(Note 1)</i></li> </ul>	<b>Q1</b> establishing fair, respectful, trusting, supportive and constructive relationships with [children and young people].

<b>Core Goal 3 – Engaging with young people’s learning</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>	<b>Related QTS Standard(s)</b>
<p>Student Associates are to learn to communicate effectively in engaging with young people’s learning, when supporting individuals or groups of young people in the classroom, and to give timely, accurate and constructive feedback.</p>	<ul style="list-style-type: none"> <li>• Different ways in which they can assist members of the school workforce by engaging with young people’s learning in the classroom;</li> <li>• how to communicate effectively with individual and groups of young people, and provide timely, accurate and constructive feedback on their classroom work.</li> </ul>	<ul style="list-style-type: none"> <li>• They have cooperated with members of the school workforce by engaging supportively with individuals or groups of young people in the classroom;</li> <li>• they have communicated effectively with individuals or groups of young people, providing timely, accurate and constructive feedback on their classroom work.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmation by the school-based mentor. (Note 1)</li> <li>• The Student Associate’s records. (Note 2)</li> </ul>	<p><b>Q4</b> Communicate effectively with children [and] young people ...</p> <p><b>Q27</b> Provide timely, accurate and constructive feedback on learners’ attainment [and] progress ...</p>

<b>Core Goal 4 – Managing behaviour</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>	<b>Related QTS Standard(s)</b>
<p>Students Associates are to develop some knowledge and understanding of the ways in which effective teachers promote good behaviour, and to begin to develop some strategies for managing young people’s behaviour when working with individuals or groups of young people.</p>	<ul style="list-style-type: none"> <li>• The importance of a purposeful learning environment and the teacher’s responsibility for establishing this;</li> <li>• key strategies used by effective teachers and other members of the school workforce for managing behaviour;</li> <li>• how Student Associates should respond to incidents of inappropriate behaviour in the school and classroom;</li> <li>• some strategies they might employ for keeping individuals and small groups of young people on task.</li> </ul>	<ul style="list-style-type: none"> <li>• They have discussed with experienced members of the school workforce key strategies for managing young people’s behaviour and recorded observations of these in the classroom;</li> <li>• in their interactions with young people they have shown awareness of classroom rules and procedures;</li> <li>• they have identified instances where the school’s behaviour policy has been used;</li> <li>• they have noted any systems of rewards and sanctions in place and identified instances of these being used.</li> </ul>	<ul style="list-style-type: none"> <li>• The Student Associate’s records. (Note 2)</li> <li>• Confirmation by the school-based mentor. (Note 1)</li> <li>• The Student Associate’s records. (Note 2)</li> <li>• The Student Associate’s records. (Note 2)</li> </ul>	<p><b>Q10</b> Have a knowledge and understanding of a range of [...] behaviour management strategies ...</p>

<b>Core Goal 5 – Planning and delivering part or all of a lesson</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>	<b>Related QTS Standard(s)</b>
<p>Student Associates are to learn how to plan and structure part or all of a lesson, and to begin to develop knowledge and understanding of some effective teaching strategies and different kinds of resources for promoting learning within their subject or phase.</p>	<ul style="list-style-type: none"> <li>• In their subject or phase, how lessons are structured and sequenced;</li> <li>• how to plan for part or all of a lesson (with a group or a class) to assist a teacher in the classroom;</li> <li>• how to restructure and use personal subject knowledge for teaching purposes and to support young people’s learning;</li> <li>• some effective teaching strategies that might be employed in various stages of a lesson;</li> <li>• different kinds of resources for promoting learning.</li> </ul>	<ul style="list-style-type: none"> <li>• With the guidance of a teacher, they have planned and delivered one or more lessons or parts of lessons (with groups or a whole class) in their subject or phase and reflected on their planning and teaching;</li> <li>• they have shown awareness of appropriate teaching strategies;</li> <li>• in their planning and delivery they have shown secure subject/curriculum knowledge;</li> <li>• under the guidance of a teacher, they have prepared appropriate resources and used them in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• The Student Associate’s records. <i>(Note 2)</i></li> <li>• The Student Associate’s records. <i>(Note 2)</i></li> <li>• Confirmation by the school-based mentor. <i>(Note 1)</i></li> <li>• The Student Associate’s records. <i>(Note 2)</i></li> </ul>	<p><b>Q22</b> designing effective learning sequences within lessons [...] and demonstrating secure subject/curriculum knowledge.</p> <p><b>Q10</b> Have a knowledge and understanding of a range of teaching [and] learning [...] strategies ...</p>

<b>Core Goal 6 – Understanding the curriculum</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>	<b>Related QTS Standard(s)</b>
<p>Student Associates are to gain a basic knowledge and understanding of the relevant statutory and non-statutory frameworks for their subject or phase.</p>	<ul style="list-style-type: none"> <li>• How the school curriculum is structured in terms of the Early Years Foundation Stage and the various Key Stages;</li> <li>• the main features of statutory and non-statutory curriculum frameworks for their subject and phase, including those provided through the National Strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• They have linked the objectives and content of lessons or teaching episodes in which they have participated to relevant statutory and non-statutory curriculum frameworks;</li> <li>• they have referred to relevant statutory and non-statutory curricula and frameworks accurately, using correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• The Student Associate’s records. <i>(Note 2)</i></li> <li>• The Student Associate’s records. <i>(Note 2)</i></li> </ul>	<p><b>Q15</b> Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas ...</p>

<b>Core Goal 7 – The range of young people in a class</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>	<b>Related QTS Standard(s)</b>
Student Associates are to become aware of the need for teachers to provide for the range of young people within a class and some of the ways they manage this.	<ul style="list-style-type: none"> <li>Some examples of the range of competences that they might encounter in a given year group;</li> <li>some of the ways in which social, religious, ethnic, cultural and linguistic influences might be taken into account in teaching;</li> <li>how teachers plan for differentiation provide for the needs of more able young people and others who have special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>They have assisted teachers in lessons by supporting individual young people or small groups who have been identified by the teacher as needing additional help or greater challenge;</li> <li>they have shown awareness of the distinctive needs of these young people;</li> <li>they have been able to identify ways in which they have sought to respond to these needs.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmation by the school-based mentor. <i>(Note 1)</i></li> <li>The Student Associate's records. <i>(Note 2)</i></li> <li>The Student Associate's records. <i>(Note 2)</i></li> </ul>	<p><b>Q18</b> 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 influences.</p> <p><b>Q19</b> Know how to make effective personalised provision for those they teach, including those [...] who have special educational needs ...</p>

<b>Core Goal 8 – Equal opportunities</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>	<b>Related QTS Standard(s)</b>
Student Associates are to develop awareness of how teachers take practical account of diversity and promote equality and inclusion in their teaching,	<ul style="list-style-type: none"> <li>Some of the key differences between young people that provide the context for consideration of issues of diversity, equality and inclusion in teaching and learning;</li> <li>some of the ways teachers take account of these in their planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>They have adhered to the school's equal opportunities policy;</li> <li>they have shown awareness of issues of diversity, equality and inclusion in their interactions with young people.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmation by the school-based mentor. <i>(Note 1)</i></li> <li>The Student Associate's records. <i>(Note 2)</i></li> </ul>	<p><b>Q19</b> Know [...] how to take practical account of diversity and promote equality and inclusion in their teaching.</p>

<b>Core Goal 9 – The well-being of young people</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>	<b>Related QTS Standard(s)</b>
Student Associates are to begin to develop an awareness of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.	<ul style="list-style-type: none"> <li>• Sources of information regarding current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of young people.</li> <li>• examples of school policy statements relating to the safeguarding and promotion of the well-being of young people in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• They have cooperated with school staff in the implementation of policies relating to the safeguarding and promotion of the well-being of young people in schools and behaved in a way consistent with these;</li> <li>• they have reflected on any examples observed of the application of the school's policies, for example, in relation to bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmation by the school-based mentor. <i>(Note 1)</i></li> <li>• The Student Associate's records. <i>(Note 2)</i></li> </ul>	<b>Q21</b> (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.

<b>Core Goal 10 – Reflective practice</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>	<b>Related QTS Standard(s)</b>
Student Associates are to learn how to reflect on their own contributions to teaching and the effective practice of others, to act upon advice and feedback from mentors, and to take increasing responsibility for their own personal and professional development.	<ul style="list-style-type: none"> <li>• How to reflect on school placement experience and to record their reflections;</li> <li>• examples of how to use personal reflection and feedback from mentors to improve their own practice;</li> <li>• how a Student Associate's experience in school can be aligned to aspects of the QTS standards and recorded in the SASTEP; <i>(Note 3)</i></li> <li>• different routes into ITT, entry requirements and teaching as a career;</li> <li>• how to evaluate and enhance their own subject knowledge to strengthen applications for ITT.</li> </ul>	<ul style="list-style-type: none"> <li>• (For those interested in ITT) They have summarized in the SASTEP their personal achievements and experience on the scheme in relation to Goals 1–9 and the aspects of the QTS standards indicated in the right-hand column for these goals <i>(Note 3)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• The Student Associate's entries for their SASTEP. <i>(Note 3)</i></li> </ul>	<p><b>Q7</b> (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.</p> <p>Q9 Act upon advice and feedback and be open to coaching and mentoring.</p>

## Core Goals 11 – 13: Goals related to Widening Participation and Raising Aspirations

<b>Core Goal 11 – Raising aspirations for HE</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>
<p>Student Associates are to help to raise the personal aspirations of young people for Higher Education, particularly those from groups that are typically under-represented in HE.</p>	<ul style="list-style-type: none"> <li>• The Widening Participation agenda;</li> <li>• the Higher Education system in England and routes into HE;</li> <li>• the range of HE provision locally and the kinds of courses available.</li> <li>• the advantages and benefits available to those who have a Higher Education qualification in contrast to those who do not;</li> <li>• the challenge to schools to raise the aspirations of groups typically under-represented in HE.</li> </ul>	<ul style="list-style-type: none"> <li>• The Student Associate has presented his or herself positively to young people in schools as an enthusiastic and committed student in Higher Education;</li> <li>• they have planned and taken opportunities in formal and informal settings to share with young people their own experience of Higher Education;</li> <li>• they have shared with young people the advantages and benefits of obtaining a Higher Education qualification;</li> <li>• they have sought in specific ways to raise the aspirations of young people for HE, particularly those from groups typically under-represented in HE.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmation by the school-based mentor. <i>(Note 1)</i></li> <li>• The Student Associate's records. <i>(Note 2)</i></li> <li>• The Student Associate's records. <i>(Note 2)</i></li> <li>• The Student Associate's records. <i>(Note 2)</i></li> </ul>

<b>Core Goal 12 – Raising interest in learning</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>
<p>Student Associates are to help to raise the interest and enthusiasm of young people for learning in general, drawing on their own subject knowledge and skills in their interactions with young people to promote interest in their subject.</p>	<ul style="list-style-type: none"> <li>• The need to raise the aspirations of particular young people in relation to learning;</li> <li>• the concept of under-achievement and the issues associated with it;</li> <li>• ways of sharing with young people their own enthusiasm for learning and for their own subject.</li> </ul>	<ul style="list-style-type: none"> <li>• They have taken opportunities to explain to young people in schools how a positive attitude to learning in school has benefited them personally;</li> <li>• they have demonstrated their own interest and enthusiasm for learning in the classroom;</li> <li>• they have got alongside one or more individual young people who might be under-achieving in school and encouraged them to aim higher.</li> </ul>	<ul style="list-style-type: none"> <li>• The Student Associate's records. <i>(Note 2)</i></li> <li>• Confirmation by the school-based mentor. <i>(Note 1)</i></li> <li>• The Student Associate's records. <i>(Note 2)</i></li> </ul>

<b>Core Goal 13 – Evaluation of WP and raising aspirations</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>
Student Associates are to evaluate their impact on young people in schools in relation to Goals 11–12.	<ul style="list-style-type: none"> <li>How the SAS Raising Aspirations Proforma (SASRAP) for the evaluation of Goals 11 and 12 is structured and how to gather evidence to complete this.</li> </ul>	<ul style="list-style-type: none"> <li>They are able to identify young people they have worked with who, for various reasons, need to have their aspirations for Higher Education or learning raised;</li> <li>they have recorded evidence related to the impact of their contribution in terms of Goals 11 and 12.</li> </ul>	<ul style="list-style-type: none"> <li>The SA's completion of the SASRAP. <i>(Note 4)</i></li> </ul>

### **Core Goal 14: Personal Development and Transferable Skills**

<b>Core Goal 14 – Personal development</b>	<b>Induction and training</b> <i>Student Associates will be introduced to:</i>	<b>Examples of achievements during school placement experience</b>	<b>Sources of evidence of achievement</b>
Student Associates are to evaluate the contribution of their participation in the scheme to their own personal development and transferable skills.	<ul style="list-style-type: none"> <li>How a Student Associate's experience in school can contribute to their personal skills development profile; <i>(Note 5)</i></li> </ul>	<ul style="list-style-type: none"> <li>They have demonstrated and developed useful transferable skills, such as planning and organizational skills, communication skills, and working with others.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions to the Student Associate's personal skills development profile. <i>(Note 5)</i></li> </ul>

#### **Notes**

Note 1: Confirmation by the school-based mentor can be by signature against a simple checklist.

Note 2: The Student Associate's portfolio of written records may take various forms and could include such things as: a diary of activities, observations of teachers and young people, reflections on their experiences and interactions with young people, teaching plans, resources produced, notes on specific issues, evaluations, and a record of their achievements in relation to various goals.

Note 3: The Student Associates Scheme Training Entry Profile (SASTEP) is a downloadable document that enables Student Associates to record their experiences and achievements on the scheme in relation to the aspects of QTS standards listed in the right-hand column for Goals 1–10.

Note 4: The Student Associates Scheme Raising Aspirations Proforma (SASRAP) is a downloadable document that enables Student Associates to record their experiences and achievements on the scheme in relation to the Widening Participation and Raising Aspirations aim of the scheme in Goals 11-12.

Note 5: Most students in HE are expected by their universities or colleges to maintain a personal development profile (PDP).