

By Frazer Stone Teacher Training Advisor

Introduction:

The aim of this report is to provide the Education Committee with an update on the progress that has been in teacher training during my tenure and Teacher Training Advisor. This report will outline the current attainment levels and expected outcomes, relating to the near future. In addition to this, it will provide comments on the progress made and what I, as the Teacher Training Advisor, would recommend as priorities for development for the next Teacher Training Advisor.

Progress in the past 2 years:

Award	Progress
Teaching Assistant Level 3 Award and Certificate in supporting learning and teaching in schools.	Provided support for various HLTA's and TA's undertaking the course. This course is mainly online, so the main support has been in proofreading and helping candidates with their written responses.
Certificate of Higher Education in Education Studies (Primary) The Open University	Two candidates passed the course in July 2020. The two candidates have submitted all the necessary assignments for the qualification and results are due mid to late July. Both candidates are expected to pass based on tracking data.
Level 4 Cambridge International Certificate in Teaching and Learning	Since August 2019 to May 2021 14 candidates have achieved the Certificate, with three of those being at Distinction level. Six candidates are currently undertaking the qualification, all the taught elements have been covered and all candidates are expected to be submitted by June 2020.
Level 5 Cambridge International Diploma in Teaching and Learning	One candidate has gained a Distinction Module 2 and the same candidate submitted Module 3 evidence in May – Results are due in July. Four other candidates are working on the evidence requirements for Module 2 at the moment and planning out their Practitioner Inquiry that is required for Module 3.
International Post Graduate Certificate (iPGCE)	One candidate achieved the qualification in 2020 (Mathematics) Two candidates are currently enrolled on the new course accredited by Derby University. They have both passed the first module and are progressing well on the second of three modules.

Level 4 Cambridge International Certificate in Educational Leadership	Four candidates are in the process of completing this qualification. The expectation is that they will all be ready to submit by the end of July.
National Professional Qualification for Headship (NPQH)	One candidate has gained a place on this qualification. I have been offering support throughout the learning phase and in the development of improvement plans, in line with the qualifications demands.

Comments:

The number of level 4 qualified teachers on Saint Helena has increased in the last two years and we are on track to meet the KPI for this area. More progress could have been made if I had been enrolled on the Programme Leader Training earlier, the delay in gaining access to the training and then the impact Covid-19 had on Cambridge Assessment International Education (CAIE), lead to further delays in the training of Level 4 and Level 5 Teaching and Learning candidates. We now have a robust framework in place and the next incumbent will benefit from a detailed training handbook and clear schemes of learning, along with individual sessions plans. Another area of improvement has been the use of cloud storage. Candidates are now able to access resources, such as copies of research texts, lesson notes and templates, without having to wait for them to be sent through.

A further development that has come about in the last two years is the ability to offer the National Professional Qualifications (NPQ). These qualifications are offered by the English Department for Education and can be accessed remotely. On the island we currently have one candidate working towards the National Professional Qualification for Headship (NPQH), this qualification helps the candidate to identify development areas in the educational setting and devise strategies for improvements. This is an essential mind-set that all educational leaders should have, in order to deliver improvements in Saint Helena's education provision. There are various other NPQ's available including Middle Leadership (NPQML) and Senior Leadership (NPQSL) that would benefit Saint Helena's teachers.

In relation to the Open University course, all the candidates have felt frustrated with the level of service provided at some point. Despite SHCC having a well-established relationship with the Open University, we have still had issues registering the new trainees each year, which has delayed them gaining access to the required readings and online learning materials. This in turn has meant that access to the first assignment has been delayed and ultimately, put the trainees behind schedule, leading to additional anxiety.

Our support for iPGCE students has been very effective, the iPGCE qualification has enabled us to utilise the skills and experience of our UK qualified teachers. Acting as mentors for our graduate teachers, they have been instrumental in the success of this qualification. In addition to this, the newly establish relationship with Derby University has generated savings while providing broader academic challenge compared to the iPGCE previously provided by the TES Institute, which only required two assignment, with specific focus to isolated examples and was more expensive.

An additional area of progress demonstrated in the table compared to previous years is our ability to offer the Level 4 Certificate in Educational Leadership, this had been provided previously by the Primary Teaching Advisor, but with that role no longer being in place it has been incorporated into the Teacher Training Advisor's portfolio. This development has resulted in further savings for the department, as it has reduced the salary demands. The key issue with this qualification, as with the

different Teaching and Learning qualifications, is the need for experienced mentors. The lack of staff able to provide mentoring support for all levels of qualifications limits the amount of candidates that can undertake training at one time.

The Teacher Training and progression pathways have been made more formal in my time as Teacher Training Advisor, as such local Initial Teacher Trainees, through the training programme, are able to access University credits and as part of their continued professional development can gain an Open Degree for a fraction of the cost of a scholarship student. An Open Degree linked to the Teacher Training programme costs less than £9000 and provides subject specific knowledge that can be tailored to the trainees needs.

Recommendations / areas that still need to be developed:

The main challenge associated with all the qualifications listed above is the requirement for effective mentors. All distance learning programmes require the support of an experienced practitioner, as programme leader, the Teacher Training Advisor is not able to be a candidates mentor. As stated when I initially undertook the role as Teacher Training Advisor, the island has a lack of qualified and appropriately experienced teachers for mentoring, which limits how many teachers can be trained.

In my opinion the primary objective for the new Teacher Training Advisor should be to establish a mentor training programme, this has been done on an Ad Hoc basis to date. It would be beneficial to have a framework in place that allows more experienced teachers to undertake this mentor training, which could be locally certificated, to enable them to develop leadership skills while remaining in the classroom. I would also recommend incentivising this training, in two ways. Firstly, by protecting blocks of the mentors timetable and secondly, by offering a financial reward. Effective mentoring takes time and we need to reward those that are committed to sharing their skills and experience with others. In addition to this, the whole of education needs to recognise that developing staff is the whole directorate's responsibility. The Teacher Training Advisor's role should be to organise and oversee the placements of Second and Third year trainees. Being a mentor for a trainees means that you are responsible for assisting the trainees development so they are able to fulfil the duties, too many times have issues been passed on to me that should have been sorted out in weekly mentor meeting.

One area which is a major cause for concern is the IT provision for Initial Teacher Training, The lack of access to learning resources available through the internet, due to IT restrictions, impacts on the quality of sessions delivered. A prime example of this is YouTube, links to this resource are used in the Open University course, the Cambridge Teaching & Learning, the Cambridge Educational Leadership and NPQH courses. Not being able to access these resources disadvantages the candidates. Even if I personally download the files at home, I cannot save the videos on my work computer, due to security restriction. Other examples of the impact of the poor IT infrastructure include the ability to navigate the Open University website, it has not been possible to access certain areas of the OU website, like the Module descriptions page, due to bandwidth limitations.

The limited connectivity also has affected my productivity in relation to leadership development activities. In my time as Teacher Training Advisor, I have developed a behavioural assessment tool, using the free Google Suite. This tool can be used to identify areas for development within all levels of leadership on Saint Helena, it requires the leader to complete an online questionnaire. This same questionnaire is given to the leaders, subordinates, colleagues and line managers. All the responses are then collated and a report is produced based on the system I have made. This report then highlights the differences in the leaders personal perceptions and those of the people they work

with in relation to their professional practice. This can be a very powerful tool to drive forward improvements in practice. But I am unable to gain consistent access the file due to the poor network connection. The Google Drive facilities, I have utilised to create this tool do not load up on my desktop computer during the day. To get around this I have elected to stay late on several occasions to complete work that I should have been able to access in my normal working hours. This is not how a network should be run, Google Drive does not take up a large amount of bandwidth and there is no reason why the network cannot support this during the day. The effective application of Quality of Service (QoS) protocols on the SHG network would enable more effective traffic management on the network. The fact that this week my trainees have been without Wi-Fi due to bandwidth limitations while candidates undertake their ACCA exams at SHCC is another example of how the network is not fit for purpose.

I understand why different areas of the network need to be segregated, but the fact that I have been teaching Computer Science at PAS for a year now without access to the internet on site has been problematic. This also causes issues for trainees, as they are given a training laptop to use through their training, but it must be set up to a specific network based on where they are placed. This means that when they come down to the Training Centre at Canarvan Court, they are unable to access the Wi-Fi. It is possible to set up all the Wi-Fi access points to allow the trainees to use the same credentials on their laptops at multiple sites. Every organisation I have worked with for the past 18 years has been able to facilitate this, except here.

Final comments:

I would like to extend my thanks to Mrs Wendy Benjamin, her support and advice has been one of the key reasons for the success we have seen in teacher training these last two years. She has demonstrated effective delegation, affording me the autonomy to do my job, while being available in times of need.

My time on Saint Helena has been very beneficial on a professional level, delivering the wider variety of qualifications has encouraged me to further my own studies, which in turn has added greater depth and insights to the training I have delivered. I would like to thank the Education Committee for their support and trust that they will provide my successor with the same welcome they did me.

Frazer Stone

Teacher Training Advisor

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