|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workshop Module** | **Workshop Objectives** | **Activities and resources** | **Resources** | **Outcomes** |
| **Module 6**  **Assessment and Accreditation** | Participants will consider the following questions  **Why do we assess Trainees and Newly Qualified Teachers?**  **What do we assess? What’s important?**  **How do we capture it?**  **How do we accredit it?** | **Pre-sessional task 1** - participants will read the article called “Assessment and Accreditation: Pre-sessional task.”  **Pre-sessional task 2** - participants will have followed the various web links to research the assessment and accreditation arrangements in other EU countries.  **Introduction**  Facilitator to explain the objectives of the session (5 minutes)  Facilitator to invite the participants to discuss the “Pre-sessional task 1” and be prepared to share evidence in 3 points - one which is a **Positive**, one which is a **Negative** and one which they found **Interesting.** (PMI feedback)  Facilitator to invite participants to write any questions they want answering on post-its and put them on the flip chart. Questions are grouped by type. Facilitator returns to the questions and answers them throughout the day. | Assessment and Accreditation Pre-sessional task 1  Assessment and Accreditation Pre-sessional task 2  Objectives on PowerPoint or written on flip chart.  Facilitator should be prepared for some which may not have read the “Pre-sessional task.” Do not give extra time for participants to read during the session - they can read it later.  Post-It notes | Participants will be able to answer the following questions and develop in school approaches to implementing change in the assessment and accreditation of trainees and Newly-Qualified teachers—  **Why do we assess Trainees and Newly Qualified Teachers?**  **What do we assess? What’s important?**  **How do we capture it?**  **How do we accredit it?** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workshop Module** | **Workshop Objectives** | **Activities and resources** | **Resources** | **Outcomes** |
| **Module 6**  **Assessment and Accreditation** | **Why do we assess trainees and Newly-Qualified Teachers?** | **Development 1**  **Brainstorm activity in groups of 3-4 participants.** Complete the task without discussion – the aim is to record ideas quickly onto flip chart paper, not to question or debate at this stage. No more than 5 minutes on this task.  Facilitator to offer suggestions only if participants struggle e.g. we assess trainees and newly-qualified teachers to   * know their previous skills, knowledge and understanding * plan for what they need next * offer support * challenge them to improve * decide whether they have met the required standard to become a teacher / continue teaching * write a reference * identify future potential   Each group displays their flip chart responses on a wall. Group by group, the participants are able to ask questions of the responses they see e.g.   * What do you mean by… * Why have you written… * Can you tell me more about…   This activity can take up to 5 minutes per flipchart, facilitator needs to keep this moving. | Flipchart paper and pens available for presentation. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workshop Module** | **Workshop Objectives** | **Activities and resources** | **Resources** | **Outcomes** |
| **Module 6**  **Assessment and Accreditation** | **What do we assess?**  **What’s important?**  **How do we capture it?** | **Development 2**  *If there are no teaching standards in the country, this session should start by identifying what is important to be assessed -*  *Working in pairs, the participants should Diamond 9, the following statements, to identify a rank order. This will be difficult and should provoke lots of discussion. It may help to ask for their top 6 to work with for the rest of the training module. (10-15 min)*  **For all participants** -  Using the standards agreed in the previous activity, or using the existing standards of the host country, identify the best way of capturing evidence for each of the standards. This activity should be completed in pairs and the facilitator should expect responses such as *application forms, observation, discussion, academic research etc.* You would also expect that some participants would mention *self-assessment* and *peer-assessment* too. (10 minutes)  Pairs now join up to make groups of 4 and facilitator asks them to develop an *assessment calendar*. What would happen when? What would the participants expect to see from trainees and newly qualified teachers at these points? Annotate on year planner/calendar. (15 minutes)  One person stays with their year planner/calendar whilst the rest of the group visits other groups to find out what they have done. (15 minutes)  Participants then return to their own groups and make any necessary changes / improvements. (5 minutes)  Facilitator makes link to the [*Erasmus+ VEO project*](https://veoeuropa.com/) as an electronic means of recording skills demonstrated during observations. Potential opportunity for a demonstration here? | **Diamond 9 flashcards**  **Year planner/calendar** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workshop Module** | **Workshop Objectives** | **Activities and resources** | **Resources** | **Outcomes** |
| **Module 6**  **Assessment and Accreditation** | **How do we accredit it?** | **Plenary**  Facilitator summarises last activity and introduces the descriptors:  FORMATIVE and SUMMATIVE  Facilitator remind participants of the research via **Pre-sessional Task 2** which looks at the various teacher education systems across partner countries. Facilitator then introduces the descriptors – EXTERNAL and INTERNAL to categorise the characteristics of various national systems.  Facilitator asks participants to stand where they believe their teacher education system currently is. Facilitator to ask some participants *“Why have you chosen to stand there?”*  Facilitator to then ask them to move to where they would like to be. This time facilitator asks “What needs to change in order to achieve this?”  Participants to develop an action plan to support the changes. Facilitator to draw attention to suggestions such as – talk to the university about ways to complement the university assessment and accreditation; trainees/newly qualified teachers encouraged to develop a **portfolio of evidence**; schools provide a **reference/testimonial/certificate** at the end of a trainees/newly qualified teacher’s placement; schools develop **annual programme** to assess teachers’ performance etc.  **Post-sessional task** could be to complete the action plan. Even better if participants could report back on progress at a later date. | Descriptors for plenary  See Room Layout for plenary to arrange room for this activity. |  |