



**University of
Sunderland**

Blacklock, Paul and Ross, Dionne (2023) Distance not Distant – Supporting and Caring for Independent Distance Learning Trainee Teachers. In: Student Representation Conference, 07 Jun 2023, St Peter's Campus, University of Sunderland.

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/16706/>

Usage guidelines

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact sure@sunderland.ac.uk.

Distance not Distant – Supporting and Caring for Independent Distance Learning Trainee Teachers

Dionne Ross

Paul Blacklock



**University of
Sunderland**

International Initial Teacher Training Courses

- PGCE Education
- PGCE Early Years Teaching
- PGCE iQTS (International Qualified Teacher Status)
- Assessment Only Route to QTS

"Studying at Sunderland has been extremely rewarding and has reignited my passion for studying."



Eleanor Sweeney

The PGCEs include...

- 1 x teaching practicum module that comprises of 2 blocks of teaching
- 1 x Subject Studies module
- 2 x research-based modules at MA Level

“I would definitely recommend this course to any new or experienced teachers.”



Jenny Carley

Where our students are

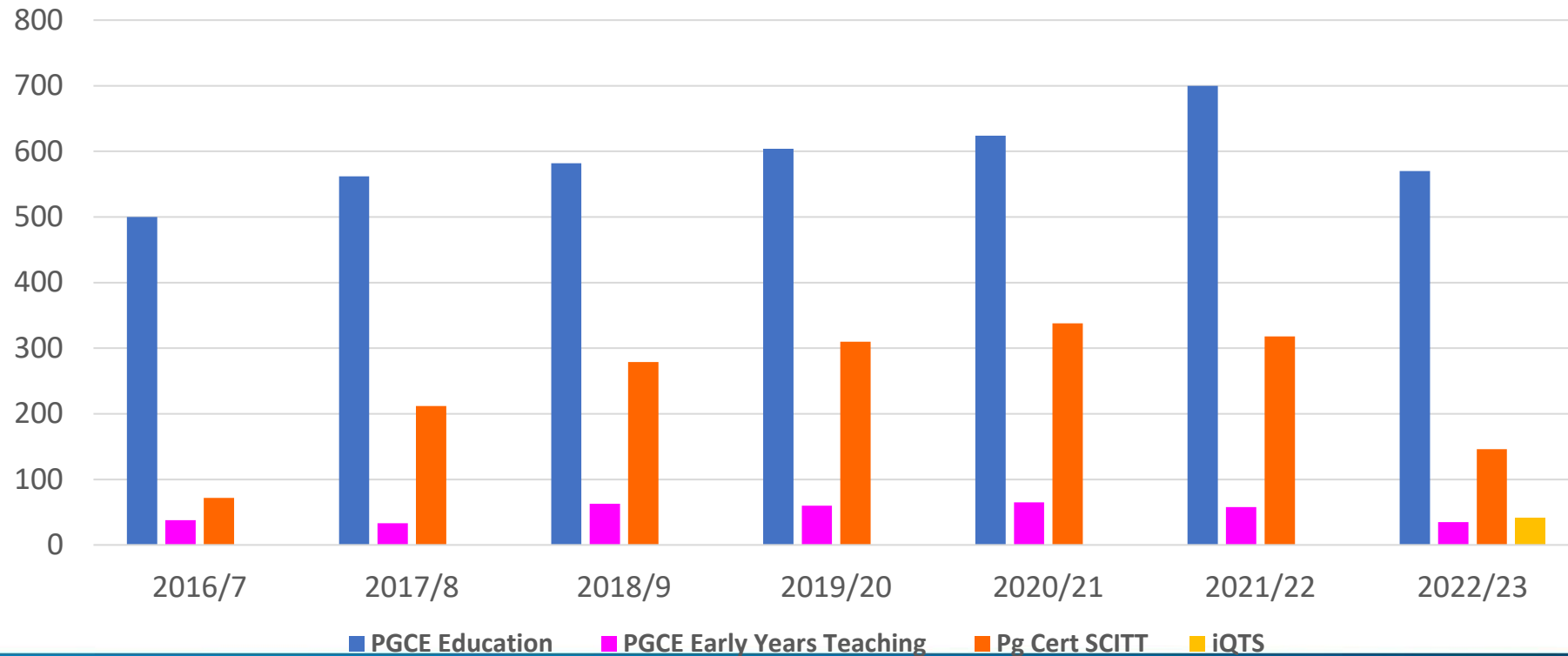


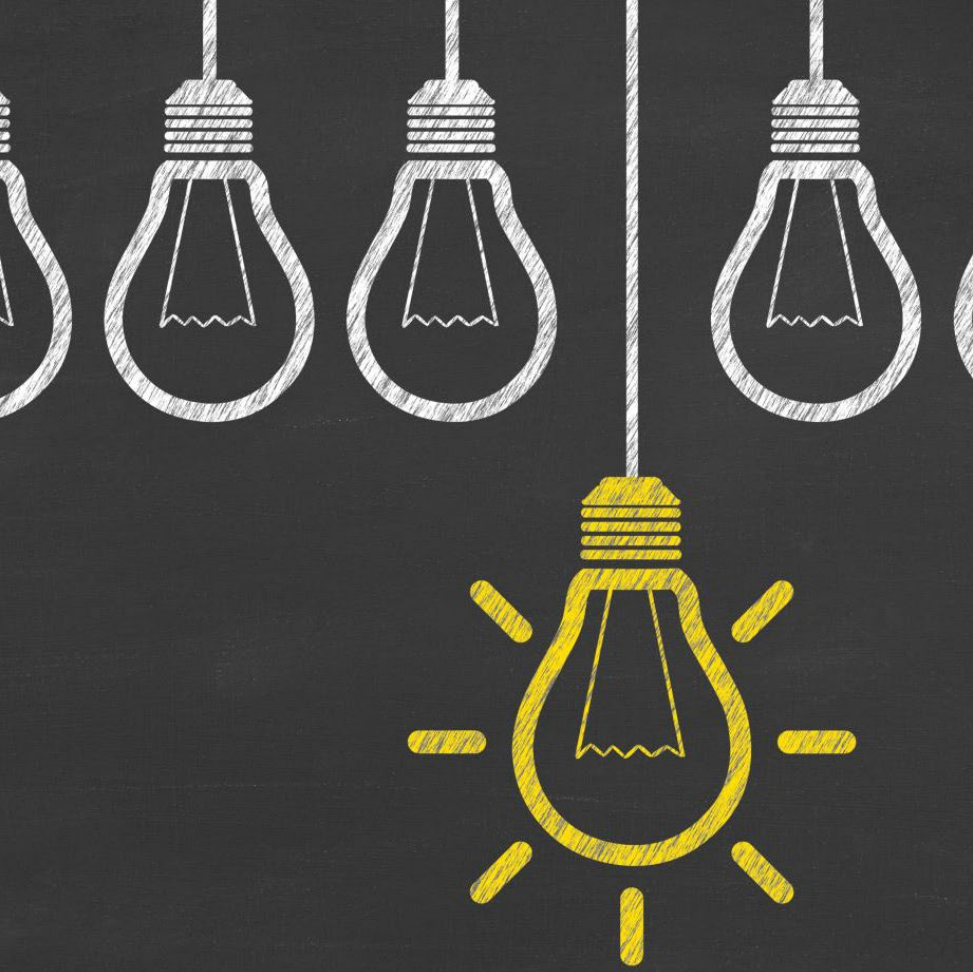
Course Reps – Pilot with Feb 23 Cohort

- Five course reps
- Three in Hong Kong
- One in Japan
- One in China
- Feedback so far has included: weekly seminars, PAT meetings, comms, Canvas, course content, assignment expectations, student experience
- Future. Inform programme review and expand to the Sep 23 cohort

Growth since 2016

PGCE Ed. & PGCE EYT & Pg Cert Ed.(SCITT) & iQTS



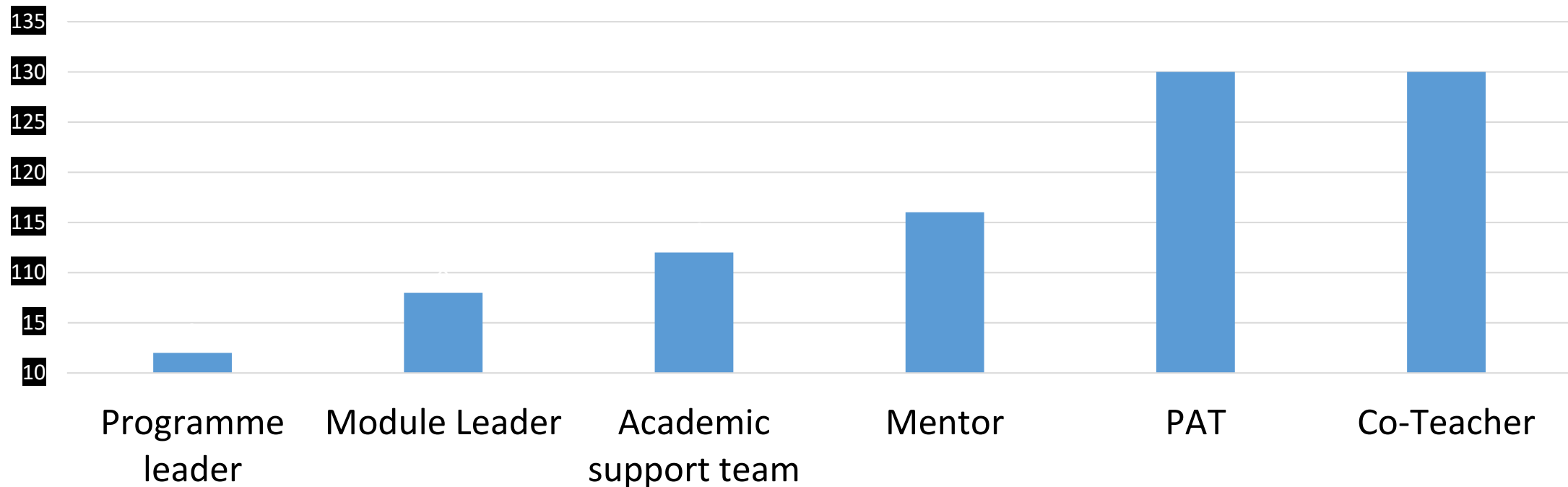


How we do it?

"Distance not distant"

- Support Trainees from the beginning to conclusion of the programme
- PAT support
- Structured development journey which is constantly spiralling knowledge development and applying to practice.

Please rate in order of importance (with the first being the most important and the last being the least important) to your completion of the programme the staff who have worked with you on your PGCE journey



The understanding and support my PAT, mentor and module leaders have offered are what kept me going - completing this program long distance, during COVID circumstances, while having COVID, with a full time teaching job - was a big challenge!

Professional Practice Tutors based around the globe **47**

Hugh Beames , Harry Bradley-Barnard , Stewart Brown , Laura Crawley , Anthony Douglas , Caroline Driscoll , Gavin Fausset , Sandra Gee , Stephanie Grafe , Mark Jobling , Anna Johnson, Dean Johnson , El Mostafa Khalfaoui , Lisa Low , James McBlane , Fiona Morris , Omar Murtaza , Silvia Natale , Rachel Noeman , Ava Noor , Dalia Okasha , Sandy Pescod , Louise Stylianou , Rehana Shanks, Andrew Shutsa, Helen Woolfenden , Ciara Charlton , Chloe Williams , Sjani Jenis , Laura Venezia , Patrick O’Sullivan , Steph Gomez , Ryan Sullivan, Leigh Smith , Graham Turner

PATs 25

Ian Elliott Dr Elizabeth Hidson , Jemma Bell, Simon Sheard , Alison Griffiths, Vikki Wynn
Angie Coulthard, Frances Proud, Mike Ennis, Carolyn Nozedar, Bruce Forster, Lesley Hagon, Bob Justham, Barbara Evans, Mark Hughes, Neil Hurst, Perry Tunesi, Caroline Waddell, Karen Humphreys, Sarah Dixon- Jones, Anne Burton, Leslie Burns, Lucy Stainsby, Helen Mack, Sam Cuthbert, Lynda Dalkin, Dr Wayne Harrison

Assistant Module leadership 8

Ian Elliott, Jemma Bell, Vikki Wynn, Bruce Forster, Mark Hughes, Susan Eriksson,
Dr Les Burns and Simon Ripley

Module leadership 8

Ian Elliott , Dr Elizabeth Hidson, Jemma Bell, Simon Sheard ,
Alison Griffiths Vikki Wynn
Dr Les Burns and Simon Ripley

**Programme and assistant
programme leadership 8**

Ian Elliott & Dr Elizabeth Hidson
Jemma Bell & Simon Sheard
Alison Griffiths & Vikki Wynn
Dr Elizabeth Hidson & Simon Sheard
Dr Les Burns and Simon Ripley

PGCE Education September and February

PGCE Early Years Teaching September and February

Pg Cert SCITT

PG Cert SENDCO & Pg Cert SEND LPP

AR Support Team Sunderland Online

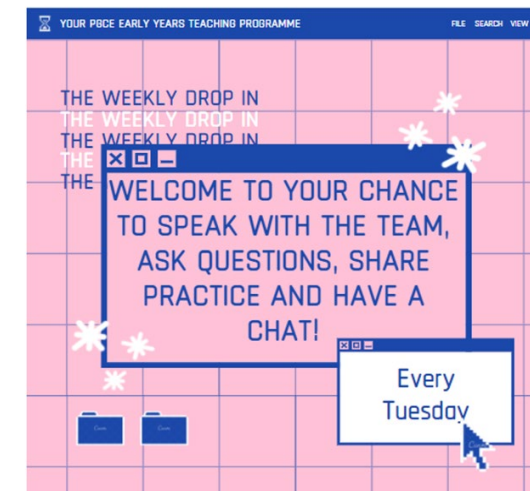
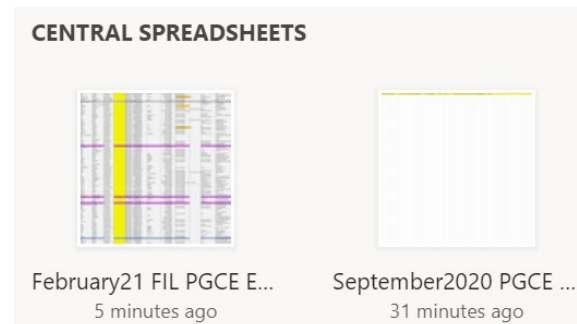
TNE Julie, Gillian, Caroline

"Distance not distant" Methods of Support

- Weekly seminar session at Programme level
- Recording weekly seminars for those trainees unable to attend
- Weekly PAT meeting with trainees
- Availability
- Recorded lectures on canvas on module content
- Introduction of live lectures to IQTS programme

"Distance not distant" How we do it

- Central trackers which now utilise Sharepoint
- Clear channels of communications – weekly announcements, discussion boards, drop-in Q&As
- Tracking and monitoring
- Continuity for students who require extra support, e.g. returning students
- Assistant Module Leaders: a team approach to module leadership



Student feedback on programme structure



**University of
Sunderland**

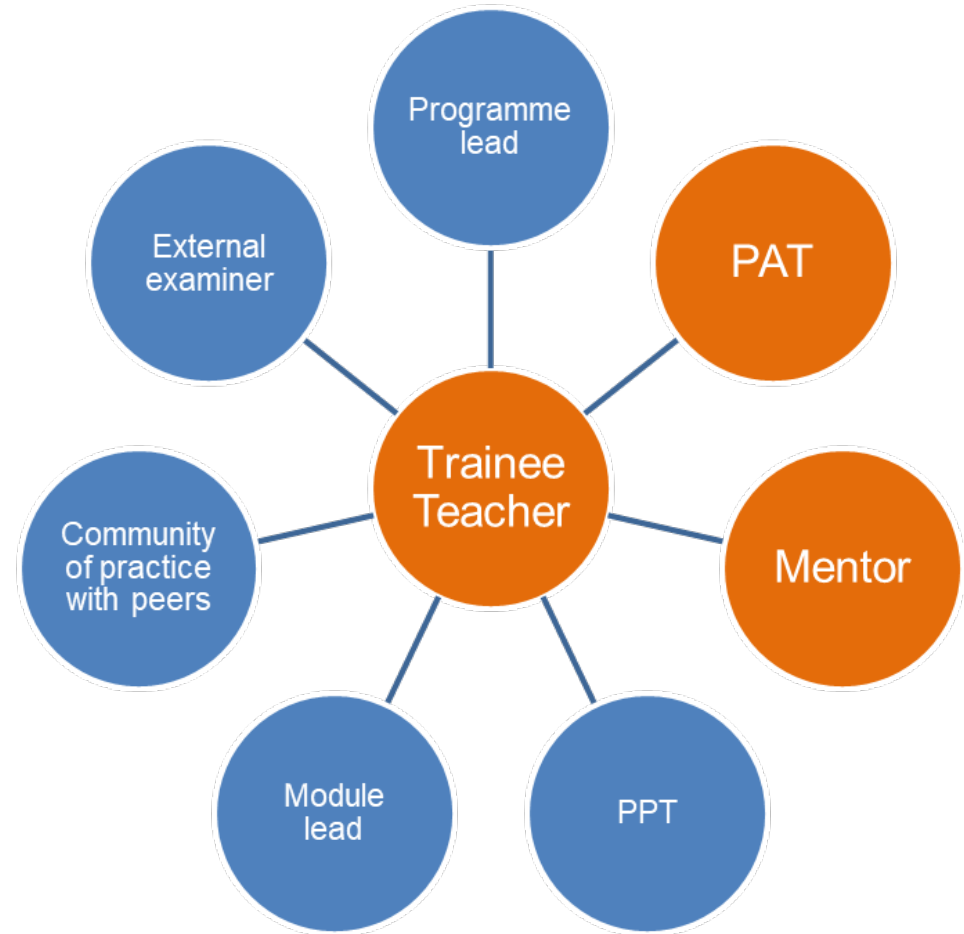
"Distance not distant" Integrated support

Our VLE (Canvas)

- Synchronous and asynchronous online lectures, online discussion forums, creating a community of practice.
- Tripartite model of support:
- University Personal Academic Tutor (PAT)
- In- School Mentor- observes and supports trainee teaching
- University Professional Practice Tutors provide additional observations and feedback

Quality Assurance:

- An External Examiner QAs samples of assessments and approves all modules and awards




"Distance not distant" – keeping connected

- Weekly announcements
- Communities of practice
- Integrated discussion boards
- Twitter feed @PGCEIDL
- PAT meetings – video tutorials (Jemma)
- Webcasts and webinars
- Coffee shop meetings / drop-in sessions



Study an IDL PGCE and learn to teach from anywhere in the world

Elizabeth's Case Study Coffee Shop
YOUR WEEKLY CHANCE TO CHAT OVER COFFEE



JEMMA AND MARK INVITE YOU TO:

EDP 381 - CATCH UP OVER A BREW

BEGINNING THURSDAY 4th March (WEEKLY) @
10.30AM (UK Time)
ON MS TEAMS

FEEL FREE TO DROP IN, BRING A BEVERAGE OF
YOUR CHOICE AND ANY QUESTIONS YOU MAY HAVE
RELATED TO EDP381!



VIKKI'S BREAKTIME CATCH-UP

YOUR WEEKLY OPPORTUNITY TO JOIN US
FOR A CHAT OVER A TEA OR COFFEE



Microsoft Teams

EDP380 Drop-In Session

2020-10-08 11:00 UTC

Elizabeth Wilson (Staff) Elizabeth Wilson (Staff)

1:05:50

EDP381 'Catch up for a brew' | EDP380 drop-ins
Early Years Weekly Drop-Ins | Vikki's Breaktime Catch-Up



What is a Personal Academic Tutor?

- ...the Personal Tutor becomes a semiotic, a totem (Mathew, D. 2011);
- ...presiding over a group of people, disparate not only geographically or in terms of study skills, but in terms of culture, personality, mental health, physical health (Mathew,D. 2012)

Retention

Personal Academic Tutoring

- Outstanding Personal Academic Tutor
- Winner 2021 Lesley Hagon
- Winner 2022 Frances Proud



Frances

My PAT was extremely reassuring during all of our interactions. He was able to redirect my struggles in a way that helped me re-evaluate the situation and use it as a way to grow and develop my teaching practice and my written assignments. Communication was very prompt, professional, and involved a holistic approach in that my mental and emotional wellbeing was always considered.

- I would say the PAT played an important role in the completion of this programme. My PAT was all the times available and answering me guiding me all the time. The best thing was the weekly online sessions with the PAT for 1 hour that provided a chance for all to ask questions and take guidance.

Comments

- "I could not have gotten through the course without the support of my wonderful PAT. Even before I joined the course, they were outstanding in their communication with me, and were always available for weekly catch-ups and one-to-one sessions. They were responsive to emails, and sensitive to the individual issues that each trainee faced. In addition to the practical feedback on assignments, the PAT went above and beyond to lend an ear and to share advice. They really understood each student, and kept moral high in our weekly group meetings, as various trainees faced unique ups and downs throughout the year.

My PAT was absolutely amazing throughout this course. Always supportive and approachable.

Focus Groups

- Similar to the SSLC groupings we ran 6 focus groups of PGCE trainees

Categorised into 3 main areas:

- Tutorials
- Characteristics
- Relationships

Characteristics of PAT



Relationships



The SunRAE idea was born!



**University of
Sunderland**



SUNRAE

Sunderland University
Reflective Action in Education

Thank you



**University of
Sunderland**

References

- Agboola, Caroline. Proceedings of the European Conference on e-Learning. 2019, p651-654.
- Aluko, F.R. (2021) Evaluating student support provision in a hybrid teacher education programme using Tait's framework of practice. *Open Praxis*, vol. 13 issue 1, January–March 2021, pp. 21–35
- Hope, A. (2006). *Factors for success in dual mode institutions*, Vancouver, Commonwealth of Learning.
- Hord, S., Rutherford, W.L., Huling-Austin, L. & Hall, G.E. (1987). *Taking charge of change*. (Austin, TX, Southwest Educational Development
- David Mathew (2011): The absence of 'e': the role of the Internet in two distance learning programmes, *Research in Post-Compulsory Education*, 16:4, 479-488 (11) (PDF) The absence of 'e': The role of the Internet in two distance learning programmes. Available from: https://www.researchgate.net/publication/254334824_The_absence_of_'e'_The_role_of_the_Internet_in_two_distance_learning_programmes#fullTextFileContent [accessed Mar 22 2023].
- Potashnik, M., & Capper, J. (1998). *Distance education: Growth and diversity*. Retrieved, July 22, 2009 from: <http://www.worldbank.org/fandd/english/0398/articles/0110398.htm>.
- Prescott, W. & Robinson, B. (1993). Teacher education at the Open University, in H. Perraton (Ed) *Distance Education for Teacher Training*, London, Routledge Press, 287- 315.
- Shattock, M. (2010) *Managing Successful Universities. 2nd edition*. McGraw Hill: Open University Press.