

USING THE EXETER MODEL FRAMEWORK

The **Exeter Model Framework** is at the heart of the Exeter Model of ITE. It indicates a number of influences which bear upon and may affect planning, teaching and assessment. Its purpose is to encourage critical conversation about classroom practice and to support trainees in the process of reflective evaluation.

Using the Exeter Model Framework

The **Exeter Model Framework** should be used:

- ◇ in the discussions about demonstrations by school mentors
- ◇ in the evaluation of Agendas and lessons

- ◇ in discussions with the Lead Mentor in Weekly Development Meetings
- ◇ in discussions with the Reflective Mentor in Reflective Conversations
- ◇ in discussions with the University Visiting Tutor

We hope it will also be used to inform trainees' independent critical reflection and to identify areas which need development, either through practice or through further reading.

UNDERSTANDING LEARNING AND DEVELOPMENT

Generic questions you could ask regarding this are:

- ❖ How did you draw on your knowledge of pupils' social and emotional development in planning this lesson?
- ❖ How did you use information from the university curriculum (e.g. theories of teaching and learning) when planning and teaching this episode/lesson?
- ❖ Have you drawn on any specific pupils' cultural backgrounds in this lesson? Were there any issues you needed to be sensitive to?
- ❖ What did you learn about pupil's language and language development in this lesson?
- ❖ How did you ensure progression from a similar lesson on this topic earlier in the pupils' education?
- ❖ What evidence do you have that pupils made progress in this lesson?
- ❖ How were you able to support individual needs?
- ❖ What were the assessment opportunities? Which methods did you use and why?
- ❖ How does the structure of this lesson scaffold pupils' learning?

SUBJECT KNOWLEDGE

Generic questions you could ask regarding this are:

- ❖ Having taught that lesson, is there any aspect of your academic subject knowledge that needs development?
- ❖ What's the difference between what you needed to know for this lesson and what you wanted the pupils to know?
- ❖ Explain to me how you are teaching this topic? Why?
 - ❖ How have your resources for this lesson taken account of social and cultural diversity?
 - ❖ What have you read and tried that suggests an approach for teaching this topic?

TEACHERS' STANDARDS

The Exeter Model is a phased approach to ITE designed to holistically develop trainees in all aspects of teaching. The Model uses holistic profile descriptors to guide trainees' development and progress throughout the year. Trainees are not assessed against the individual Teachers' Standards but by successfully following the phased approach they will meet the requirements by the end of the course.

The following questions may act as prompts:

- ❖ What do you understand by professional values and behaviour?
- ❖ What aspects of professional behaviour do you demonstrate in tutorial sessions?
- ❖ How would you deal with an accusation about a slip in your professional behaviour?
- ❖ What can the school do to ensure that you understand our expectations of your behaviour?
- ❖ Are there areas of professional behaviour that we could train you in?
- ❖ What interpersonal skills have you demonstrated in conversations with pupils this week?
- ❖ What professional skills have you observed in others this week?
- ❖ What have you learned this week about 'being a teacher'?
- ❖ How are you developing your ability to take on board constructive criticism?
- ❖ How are you developing positive working relationships with others?
- ❖ What teaching skills do you want to address this week?
- ❖ What do you want to see demonstrated that will improve your professional skills this week?

VALUES AND BELIEFS

Generic questions you can ask about this include:

- ❖ Did any of your own beliefs about xxx influence the teaching decisions you made in this lesson?
- ❖ What do you believe about noise levels in the classroom? Do the pupils agree?
- ❖ What do you think the pupils value about what you taught?
- ❖ What values and beliefs are conveyed through your behaviour management strategies?
- ❖ What assumptions do you think I have made about this class from the way I teach them?
- ❖ What do you believe the pupils think your values are?
- ❖ Do you share your values about this topic with the pupils? Should you?
- ❖ Did you have any preconceptions about anybody in this group? Did this influence how you taught them?
- ❖ What values and beliefs relating to how children learn and develop, written or unwritten, do you share with those you work with?

PROFESSIONAL KNOWLEDGE AND ENQUIRY

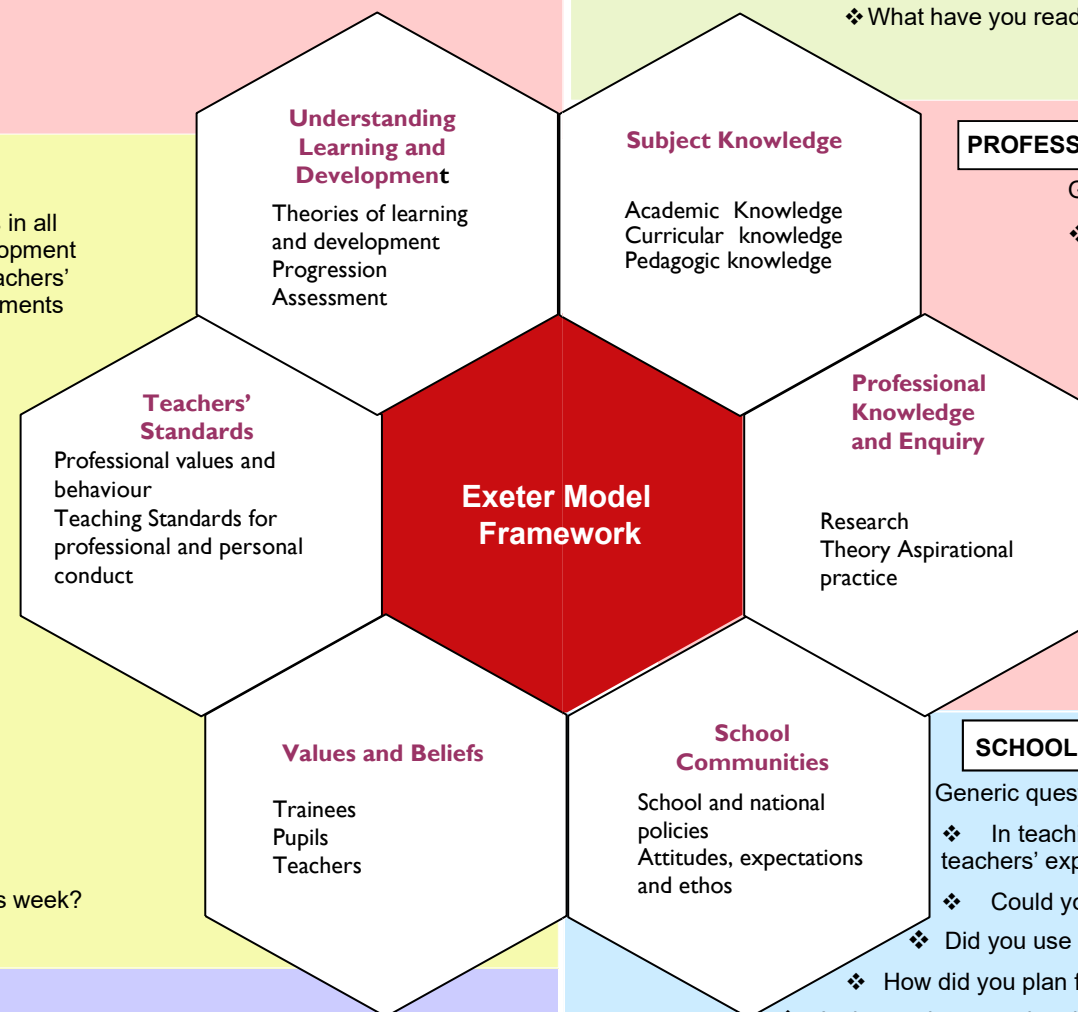
Generic questions that you could ask about this are:

- ❖ How has your reading or the university curriculum helped you to prepare for this lesson?
 - ❖ Was there a key piece of research that has particularly influenced you?
 - ❖ Was there a particular theory of teaching and learning that informed the preparation for this learning?
 - ❖ How did the theory work in practice?
 - ❖ How might you research this further in terms of academic reading?
- ❖ How might you enquire into this further in your classroom practice?
- ❖ What were you aiming for as best practice in this lesson?
- ❖ Was there any gap between your classroom practice and aspirational best practice in terms of the way the peer assessment [group work; teacher interaction...]worked?
- ❖ Can you account for this?

SCHOOL COMMUNITIES

Generic questions that you could ask include:

- ❖ In teaching this lesson, were there any differences between your expectations of the class and the teachers' expectations?
- ❖ Could you see any way that school policies influenced the way you taught that lesson?
- ❖ Did you use the school behaviour policy to support your behaviour management in this lesson?
- ❖ How did you plan for working with the Teaching Assistants in this lesson?
- ❖ Is there a homework policy which enables communication with parents over homework e.g. through planners? Does this work. Have you experienced different practices in other schools?
- ❖ Are there any conflicts between what you want to do in a lesson and the ethos of this school?
- ❖ How do you work out what the ethos of the school is?
- ❖ Does the way we approach learning differ from your experience of it in other schools?
- ❖ Do you think the problem you have encountered here is in any way related to differing attitudes or expectations between you and the class teacher?
- ❖ Could you have made more use of the information from the SENCO to help Child X?



Subject Knowledge

This addresses all aspects of the trainee's subject knowledge and encompasses:

- **Academic knowledge** – knowledge, understanding and skills of the subject.
- **Curriculum knowledge** - the relevant Foundation Stage/National Curriculum, school curriculums, frameworks and examination specifications.
- **Pedagogic knowledge** - how to teach the subject.

Professional Knowledge and Enquiry

This addresses the ongoing pursuit of improving professional practice and might include consideration of:

- **Research** - accounts of research studies and how these can inform practice.
- **Theory** - understanding theories of teaching and learning, for example, theories of motivation or identity.
- **Aspirational practice** - best practice, including striving towards ideal practice.

School Communities

This addresses the contextualised nature of teaching and learning through considering:

- **School and national policies** - how members of the school community interpret national policies and how the values of society impact on the school.
- **Attitudes, expectations and ethos** - understanding the ethos of the school and the part that pupils, teachers, governors and parents play in creating this.
- **Working with others** - how to work collaboratively with school colleagues, parents and external agencies.

Values and Beliefs

This addresses the complex ways in which underlying values and beliefs influence approaches to teaching and learning with respect to:

- **Trainees** – for example, assumptions about expectations according to class or gender.
- **Teachers** – for example, assumptions about pupil learning or behaviour.
- **Pupils** – for example, assumptions about particular subjects.

Teachers' Standards

Dialogue should consider:

- **Professional values and behaviour**- understanding how to be a professional and the requirements of professional behaviour.
- **Teaching**- Relationships with children and young people, setting high expectations and motivating learners; pupil progress; Subject and curriculum knowledge and pedagogy; Effective classroom practice; Diversity and Special Needs; Assessment for learning; Managing behaviour; The wider professional role of the teacher
- **Standards for professional and personal conduct** - Professional attributes and suitability to teach

Understanding Learning and Development

This addresses how children learn and develop and encompasses:

- **Theories of learning and development** - including understanding the significance of personal, emotional, social, cognitive, linguistic and cultural influences.
- **Progression** – helping pupils to broaden and deepen their understanding, including support for individual needs.
- **Assessment** - understanding the purposes and application of formative, diagnostic and summative assessment.