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Hand-held Video Cameras in Initial Teacher Training

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Work-based learning for
education professionals
A Centre for Excellence
at the Institute of Education

INTRODUCTION

The advent of cheap, high quality, easy-to-use video cameras and web-based video dissemination sites offers interesting opportunities for work- and competence-based learning. This project aims to investigate the use of cheap digital video cameras and video sharing sites by participants to support them in their development as teachers. The extent to which they support enhanced learning, encourage dialogue and collaborative learning, and encourage the use of digital, as opposed to paper-based evidence was investigated through interview and online questionnaires with participants and school-based tutors. Specifically, the project involves the following four strands.

Strand 1: Introduce the use of hand-held video to GTP trainees

Outline: Collect data from GTP trainees and tutors concerning their initial interest in using the camera through an online survey

Data collected: Survey data from Autumn 2009

Strand 2: Develop understanding of the value and opportunities associated with using video in ITT

Outline: Collect data from GTP trainees and tutors concerning practical experience of using cameras during the year through interviews with those who took a camera.

Data collected: Interviews with participating GTP teachers and tutors from Spring 2010

Strand 3: Case study of a school with an established system of using Video in ITT

Outline: Locate a school which systematically uses video for the purpose CPD / ITT. The aim of this strand is to understand the factors associated with effective implementation of video for professional development.

Data collected. Interviews, focus groups and observations. (Spring 2010)

Strand 4: Produce resources for GTP teachers use of video

Outline: Produce resources to help GTP teachers achieve various required standards through the use of video

Output: Resources and accompanying notes for inclusion in 2010-11 GTP programme (See Appendix)

RESEARCH AND DEVELOPMENT

Strand 1: Introducing handheld video to new trainees

GTP teachers were introduced to the project and offered free access to a camera for a period of several months. Of the 40 GTP teachers commencing their training in September 2009 three expressed an interest in participating. In order to understand the initial interest, or shortage of, an online survey was produced. The outcomes of this survey provide useful information on why people chose not to participate. This has implications for the future introduction of hand-held video cameras into the formal GTP programme.

Strand 2: Learning from GTP trainees experience of using hand-held video cameras

The purpose of the project is to learn about the value of handheld video as a tool for trainee GTP teachers. Six GTP trainees / tutors experimented with cameras over a 4 month period. Each participant also received information on possible uses (see Appendix 5) and received a short tutorial if required. No specific instructions or obligations were pressed on the participants. This strand of the research and development captures their experiences and advice on the use of hand-held video through interviews.

Strand 3: Case study of a school with a culture of using video for Continual Professional Development

In order to learn from a school with significant experience of using video for professional development a case study on School Y was conducted. Several schools were contacted which, according to the recommendation from IOE colleagues, had significant experience in this field.

Methodology

Strand 1: Introducing handheld video to new trainees

The survey, produced in survemonkey.com, requests information on GTP trainees initial interest, barriers to participation (where applicable). The 'Logic' function was utilized to ensure participants only answered questions relevant to their level of interest/participation. The survey was piloted with non-GTP teachers in order to test the structure and question design, and to identify any technical problems. The survey was emailed to all GTP trainees and IOE tutors through the GTP's online web portal. Three email requests were sent over the course of 10 days. There are 40 GTP trainees of which 25 completed the survey. This represents a return rate of 63%. IOE tutors and GTP colleagues also completed the survey, but for the purpose of this

analysis their responses are not included in order to ensure findings solely represent the GTP trainee population.

Strand 2: Learning from GTP trainees experience of using hand-held video cameras

Interviews with participants took place in either January or May 2010. The research population included four GTP trainees, from four secondary schools across London, and two GTP tutors. The semi structured interview instrument (see Appendix) contained questions on school support for the use of camera, technology, child protection (protection of self), practical experience, opportunities and challenges, and recommendations for further use.

Strand 3: Case study of a school with a culture of using video for Continual Professional Development

The same semi-structured interview instrument (from Strand 2) was used for this case study. The school visited, which is not being identified in this report, was visited for a day. The case study report is informed by observations, with special focus on video facilities, combined with informal discussions / interviews with several individuals.

Findings

Strand 1: Introducing handheld video to new trainees

The following results are drawn from the survey. The first section looks at the quantitative findings. The second section looks at the qualitative findings.

Knowledge of the programme. Of the 25 GTP teachers who completed the survey, 23 were aware of the video project.

I have heard about the GTP Video Project	Response Percent	Response Count
Yes	92.0%	23
No	8.0%	2
answered question		25
skipped question		0

Initial Interest. Of the 23 who were aware of the project, 78% of respondents (18 GTP Teachers) were either Interested or Undecided. 22% (5 respondents) were not interested.

When I first heard about the GTP Video Project I was ...	Response Percent	Response Count
Interested	43.5%	10
Undecided	34.8%	8
Not interested	21.7%	5
<i>answered question</i>		23
<i>skipped question</i>		2

Discussions with school colleagues. Of the 12 GTP teachers who were Interested or Undecided, 67% (10 respondents) discussed the issue with senior leaders, Head of Department, or line managers in school.

I spoke with colleagues at school (senior leaders, HoD, line manager, others) about the GTP Video Project	Response Percent	Response Count
Yes	66.7%	12
No	33.3%	6
<i>answered question</i>		18
<i>skipped question</i>		7

Schools' response. Of the 13 respondents who made reference to the response of school staff, 8 received endorsement from colleagues, but in most cases the school staff raised concerns. In five cases the school either refused permission or raised issues leading to a decision not to participate.

When I spoke about the GTP Video Project with colleagues (senior leaders, HoD, line manager, others) they ...	Response Percent	Response Count
Were positive, and endorsed my participation without any concerns	23.1%	3
Were positive, but raised some concerns	38.5%	5
Were negative, suggesting my participation would be unwise	23.1%	3
Other (please specify)	15.4%	2
<i>answered question</i>		13
<i>skipped question</i>		12

Explanation of decision not to participate. This section collates the 'text' responses provided by 21 participants. Throughout the survey individuals were provided the opportunity to explain some of their concerns about using video in the classroom. Answers to the section 'any other comments' on the final page are also included in these collated data. In many instances participants identified more than one reason. These responses are an amalgamation of the concerns of school based tutors and trainee. The table below shows the concerns raised and the frequency of their occurrence. The explanation of each is examined below.

Concern raised	Number of respondents
Workload / time pressure	16
Child Protection / parental consent	7
Impact on classroom management	2
Concern over seeing oneself on film	3
School refusal	2
Timing of the project	1
Concern over technological skill level	1
School already has suitable equipment	1

Workload / time pressure. By far the most common answer (16 respondents) for non-participation is an already heavy workload. Comments included:

- Already felt had enough commitments
- I could not envisage having time to give the project my full attention.
- With the already intense nature of the GTP, I didn't want to make an unmanageable amount of work for myself.
- The necessity for extra admin around child protection issues (letters home etc.) would cause undue hassle
- Creating extra work in an already demanding GTP year.

Several GTP teachers suggested that introducing the project at the beginning of the year was an important factor and that interest may have been different if it had been introduced later in the year. Comments included:

- I would have liked to be a part of this project - but because the amount of work involved in the GTP and at school is slightly unknown, I did not want to add to my responsibilities.
- I didn't feel that this was a project that I wanted to focus on at the moment, but could be interested later in the year.

Child Protection / parental concerns. The second most prevalent issue raised (7 respondents) relates to concerns around child protection and the extra workload associated with gaining permissions from all parents. Comments included:

- Child Protection Issues - not allowed to film in school without written permission
- The necessity for extra admin around child protection issues (letters home etc.) would cause undue hassle
- Concerns of parents
- Child Protection issues
- Confidentiality agreements signed by parents

A potential visit from OFSTED may also be a factor influencing GTP teachers decision not to partake in a project with a perceived risk. Comments included:

- Institute staff would not be able to use the footage without prior consent from parents. OFSTED? Safeguarding?

In one case a GTP teacher is already aware of parents refusing the school permission to film or photograph their children. Comments included:

- ... children in my class with no parental permission to photograph or video. classroom is very small, not possible to avoid those children

Concern over seeing oneself on film. Several GTP teachers spoke of their desire not to see themselves or be seen by others on film. The possibility of a project evaluation film being made available to a wide audience was clearly also a factor for one respondent:

- The main reason for not wanting to participate was not wanting any videos of myself being used on the internet or teachers TV. I decided I would prefer to buy my own camera to use for my own learning.

Impact on classroom management. Concerns regarding the impact on student behaviour of having a camera in the classroom were raised by two respondents, one of which was a reported concern of a senior colleague in school:

School refusal. Concerns about the buy-in of the school towards a video project and the GTP programme in general were also raised by two respondents.

- My school is not being super cooperative about the GTP anyway and extra paperwork would have been difficult.

Timing of the project. One respondent suggested timing was a factor. Comments included:

- I didn't feel that this was a project that I wanted to focus on at the moment, but could be interested later in the year.

Concern over technological skill level. One respondent raised concerns about their skills level regarding filming and/or editing video footage. Comments included:

- Whether my technological skills were up to it...

School already has suitable equipment. One respondent suggested that their school already had equipment meaning they could benefit from this technology without becoming involved in a project. Comments included:

- The school already has (better quality though more obtrusive) video cameras available for training purposes.

Strand 2: Learning from GTP trainees use of hand-held video cameras

This section presents the findings from the interviews with GTP trainees and tutors who have experiments with the cameras in school.

School Support. GTP trainees all reported that their school head of departments / line manager / training coordinator expressed some concerns about their use of the hand held video cameras. The following concerns were raised:

- (1) It is too time consuming
- (2) The legal risk regarding trainee teachers filming and storing classrooms footage is too great

(3) Cameras in classrooms are damaging to self confidence and classroom management.

In one school the ITT coordinator suggested that they do not believe filming in classrooms is a good idea for new teachers. The coordinator in question had concerns over the damage such an activity would have on trainee teachers' confidence and their self-image. Furthermore, cameras can be a disruptive element within the classroom and can have a detrimental effect on behaviour management strategies. The cameras have been used by all four participating trainees and in all instances various safeguards have been put in place, such as deleting all footage of children immediately, and only filming adult reflections rather than teaching.

Technology. The cameras are easy to use with simple controls. All trainees were fully confident in using the cameras. It was reported that the video quality was good. However, all participants commented that the sound quality is very poor rendering the camera of only limited use in noisy classrooms or when observing lessons. Significant problems were experienced by all trainees in uploading footage to a PC. Only two of the four trainees were able to do this and they required either a personal laptop or support from the school IT support department. None of the school's IT systems allow individuals to download the FLIP camera software. Footage can be edited using Moviemaker, although transferring the files, which are recorded in AVI format, is not straightforward. None of the participants used web based file film storing, although two participants used email to exchange short clips of a filmed professional discussion.

Protecting children and teachers. When discussing child protection/permissions issue the central concern from all participants was about safeguarding the trainee teacher from a minefield of rules and regulations. Participants explained that they are unsure about their school policy with regard to permissions from all students. In two schools opt-in or opt-out consent letters are not sent home to all students at the beginning of year 7 regarding the use of photographs and moving images. In order to film lessons a trainee teacher issued permission letters to a year 8 class. Following several weeks of following up returned consent has only been received from a small percentage of the parents/guardians. The participant explained that, "it is almost impossible to get a whole class consent". Two participants explained that it was too time consuming to seek the consent of all parents. For one participant, whenever film of children was taken it was always deleted in front of the students before they left the classroom. Two participants have chosen to only film themselves or other adults, rather than shoot footage of children. Another participant explained that they never took footage home, explaining "I do not wish to put myself in that position!".

Practice – professional development. It was anticipated that the cameras would be used to examine classroom practice, but only one trainee did this (allowing children to film them while teaching). Several other creative ways to use video for professional development were explored by trainees:

A) Two trainees filmed a comparative reflective discussion of their experience of swapping schools for two weeks. Their 30minute discussion covered many issues within the Q standards and both participants spoke very positively about the value of this as a learning activity. The raw footage, rather than edited, has been collected.

B) Within another school all those in the initial teacher training group delivered a presentation based on a project or small piece of research within their school. These presentations were filmed. The camera was stationary which proved adequate as the room was relatively small and there was limited opportunity for presenters to move around. This approach provided trainees with an opportunity to see themselves in teaching setup, albeit presenting to adults, rather than teaching students. It was also mentioned that being filmed, while being an uncomfortable experience, offered plenty of learning opportunities. For example, a participant explained how they learnt something about the 'pace' of their delivery.

Practice – teaching and learning activities. Teaching and learning activities using the cameras included: producing a film for department's virtual learning environment; filming a school trip to a museum; filming news reports; and filming speaking and listening assessments in English. A further two strategies were employed which are explained below.

A) For a project related to Anne Frank, students were given the choice of presenting their findings in a number of different ways. One option was to film themselves delivering a speech. The speech was then submitted as the students work rather than a written or electronic piece of work. The participants explained that this option was popular with a number of students who preferred, and were grateful for, the opportunity to present their findings in a verbal way.

B) Students produced a documentary on Boudicca's unsuccessful attempt to remove the Roman army from Britain using a more advanced camera, which has better sound quality, than the FLIP. The class was split into six or seven groups. Each group was given a different element of the conflict and asked to produce a 3 to 4 minute segment of a full documentary. Preparations were done within the classroom but the actual filming was done in the corridor outside the classroom by sixth form students. Students found the task interesting and motivating and arranged their own costumes and props. A member of staff was inside the classroom at all times in order to look after those students who had already performed or who were waiting to perform. A second teacher was in the corridor helping the groups as they delivered their four-minute documentaries to camera. Very simple editing was done to each documentary. When all the documentaries were put together in chronological order the film totaled 20 minutes. All students watched the full documented together and evaluated each other's performance using a pre-designed template (student self and peer evaluation). The plenary concerned the analysis of students' evaluations.

Strand 3: Case study of a school with a culture of using video for Continual Professional Development

This section presents a case study on a school which makes significant use of video as a professional development tool. This school has a teaching and learning observatory in every classroom (camera), which enables footage to be observed remotely in real-time. It can also be used to film lessons and watch at a later date.

History. The school introduced cameras in classrooms in 2006-7. This followed a period of research into different options for equipping classrooms with an observation system. In most instances they were not satisfied with the examples they researched which were more CCTV like. However, at Nottingham University there was an observation classroom which was similar to their vision. So, in 2006 they installed one observatory in a classroom within each subject area. This enabled enable teachers in each subject area to use the room for observation purposes. Initially £80,000 was spent to set this up. Over time, quality has increased and the cost has been reduced. The school was eager for every classroom in the school to have a camera. Having a camera in lessons enables remote access. This is particularly important that students who are absent from school or unable to attend a lesson. If only one classroom in each department has a camera setup, then creating a system for remote learning is difficult. The decision was made to spend extra money on installing a teaching learning observatory (camera) in every classroom. The school now has an observatory in every classroom. There is little doubt the school has exceptional facilities, which cost in the region of £120,000.

Protecting participants. Before cameras were introduced into the school a series of protocols and policies were proposed and agreed, which included the following:

- Teachers had access to an on off switch within each lesson and therefore could switch off the camera at any given point during a lesson, thus leaving control in the hands of the teacher.
- The 'normal' lesson observation protocols were to be observed for any lesson involving the observatory, for example if someone was to observe they must give a 48-hour notice.
- Pupils would always know when the cameras are switched on.

Purpose. The initial purpose was to focus on two areas: initial teacher training (through reflective practice) and inclusion by giving all students access to the lesson even if they were unable to be there in person. As a rule cameras are turned off. It was emphasised several times during discussions that the observatories were not CCTV. The cameras are turned on for specific reasons such as:

- remote teaching when students absent and working from home
- conferencing to link classrooms together
- teaching and learning activities within the classroom
- observation of lessons which is particularly useful when a large number of adults wish to observe the lesson.

Practice. It was suggested by a participant that the key value of the observatories for new teachers is in reflective practice. Teachers can observe their own teaching, and learn from observing others. An example of this is with higher order questioning. Teachers can observe their own practice and observe the practice of others in structuring questioning.

The school takes both GTP and PGCE students. All trainees are encouraged to use the cameras within the classrooms for their own professional development and learning. They are encouraged to film a class at the beginning of their teaching practice and film the same class or the end. By filming both lessons with the same children trainee teachers will be able to observe specific ways in which they have made progress during their time in school.

Teachers use the TLO for their own professional development. For example, a trainee teacher was having real challenges with behaviour management. A colleague advised they used the cameras with their most challenging group, which enabled them to solve their own problem. During the first five minutes of the lesson instead of capturing attention and imagination of students using an exciting starter combined with a pleasant welcome, the teachers was busy dealing with the register and the electronic whiteboard, and therefore allowing the class to become disrupted rather than ready to learn.

Students can connect to lessons using remote access through the internet. So, a student could be off school sick with a broken leg, but their teacher can switch on the observatory, connect it through the internet and the student can then watch the lesson in real-time. The remote student can also connect with both the handouts / projector and discussion within the lesson through the connection. It is even possible for the student to interact with other students during group work and in whole class question and answer sessions. Also, students produce a 10-minute TV programme on a biweekly basis often using the observatory. During the week of data collection students produced film concerning E-safety.

The school has also recently become involved in a British Council funded project. This concerned teaching real-time lessons to classes in Afghanistan. Using the teaching and learning observatory the school connected with southern Afghanistan enabling two way discussion and video.

Limitations. It was reported that the cameras do not replace a formal and traditional observation. This is because a remote observer is unable to engage in the lesson by speaking with students about their learning. The observatories are, therefore, not used for a formal observation. Such as an observation which leads to official performance management or an appraisal.

Challenges. A number of challenges still exist with the Teaching and learning observatories. It was reported that confident and stronger teachers were most likely to use the observatories whereas those who often proved more reluctant

where those with less confidence. The school does not wish to force those who are reluctant to use the technology. The school is aware of the delicate balancing act between urging people to participate and providing teachers with freedom to choose. It was acknowledged that there was a need to win the hearts and minds of teachers in order for teaching and learning observatory to be regularly used.

Technology. A participant reported that the school is fortunate to have a very strong ICT department and strong AV / computer support. All teachers are trained to use the technology. Due to the simplicity of the technology teachers were all able to set up sessions in their classroom using the filming.

RELEVANCE TO WORK-BASED LEARNING AND RECOMMENDATIONS

The following relevance to work-based learning and recommendations for the use of hand-held video cameras emerge from these findings.

- **Participation:** GTP teachers are clearly concerned about the extra workload associated with using new technology, especially in the early stages of the course.

Recommendation. The strategy, timing, and level of support needs to be carefully considered in relation to the introduction of video to ensure participants feel positive about the opportunities rather than burdened with more prescribed tasks.

- **Protection:** GTP teachers need to receive clear guidance on the Child Protection issues. The legal situation, and climate of fear, necessitates that GTP teachers need to protect themselves. In the context of using video child protection, parental permissions and protection of self are paramount concerns of GTP trainees. Furthermore, there is no consistency in how schools seem to be approaching this issue. The case study school (strand 3) has taken legal advice from their local authority. The legal situation remains a challenge to mainstreaming video into ITT.

Recommendation. The GTP programme should ensure participating schools are aware of their obligations to support and protect trainee teachers and to make certain that all current school policies on the use of video are fully explained. It is unwise to expect trainees to instigate these discussions at the beginning of the year when they are both new to the school and in the early stages of their training. It should therefore form part of the communication between schools and the GTP programme.

- **Timing:** GTP trainees suggested that the time of the year should be a factor when introducing hand-held video.

Recommendation. GTP trainees should be advised to avoid using hand-held video in their own classroom / teaching until the second term (of a three term year) rather than from the beginning of the GTP course. Classroom management skills and established relationships with students should be at an advanced stage before the introduction of video cameras in the classrooms. This recommendation covers the personal use of video only, it does not concern videoed lesson observations by third parties.

- **Training:** Findings indicate that GTP trainees faced many technological barriers in using cameras.

Recommendation: GTP programme to provide structured training on the use of the video camera including: filming, uploading to PC, editing on PC, negotiating school IT systems which may prevent certain uses, and sharing video through downloading to disc or uploading to secure websites. These sessions should be part of the formal training programme at the IOE.

- Practical uses of video: GTP trainees used the cameras as a teaching and learning primarily, but it was also used as instrument to record evidence of knowledge and understanding.

Recommendation: Produce a list of activities for GTP trainees to help guide them in their use of the camera as a professional development tool. Within the appendix of the document are a series of ways to use the camera in the classroom (see Appendix 5), some specific ideas for using video to achieve the Q standards (see Appendix 7 and 8), and a generic video upload form for sharing video evidence. These activities could be mainstreamed into future GTP programmes.

- GTP Portfolios: Video evidence lends itself to the online portfolio as internet speeds are fast and online space is really cheap. Online portfolios also reduce the burden of copying to DVD. The advancement of online portfolio also offers greater scope for using photos and other multi media as evidence.

Recommendation. Produce guidelines on the use of the online portfolio. Explore funding opportunities to develop a bespoke online portfolio system for introduction to future GTP cohorts. Several participants in the research strongly urge the promotion of weekly video reflection from week 1 (to substitute written reflections) and filmed conversations between GTP trainees. Such footage could be edited, uploaded to a website and shared with GTP assessors as evidence.

IMPACT INDICATORS

The aim of strands 1-3 of this project was to learn how hand held video can be used in Initial Teacher Training. Within the recommendations section above are a series of suggestions for how these cameras could be introduced into the GTP programme. Through learning about the value of handheld video a series of tools have been created which will inform and can be adapted for future use on the GTP programme: (Strand 4)

- 1 - Tool – Survey - GTP trainees interest in use of video
- 2 - Tool – Interview - GTP trainees and tutors
- 3 - Video Upload Form (Example)
- 4 - Video Upload Form (Blank copy)
- 5 - Suggestions for use of handheld video for professional development
- 6 - Filming, viewing, sharing and storing footage advice
- 7 - Video based activity-planning

8 - Video based activity-team working and collaboration

DISSEMINATION ACTIVITIES

Throughout the process of this research and development programme the GTP cohort (Oct 2009) have been continually informed of progress. The findings emerging from this study will directly inform the GTP programme in London. It is anticipated that findings from this report will be included in future GTP training sessions.

An academic paper to mirror this research and development programme may be produced in the near future. This will be shared with academic search engines such as ERIC and submitted to conferences.

PARTNERS INVOLVED

- Graduate Teacher Programme London
- Four participating secondary schools (unnamed)
- London-GTP based tutors, school based tutors, and trainees

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APPENDIX

Appendix 1: Tool – Survey - GTP trainees interest in use of video

GTP Video Project - Film and Teacher Training - Survey 1	
Name	
Thank you for taking our survey. Your answers will help us understand how video can be used in teacher training.	
My name is (optional)	
<input type="text"/>	
Knowledge of Project	
* I have heard about the GTP Video Project	
<input type="radio"/> Yes	
<input type="radio"/> No	
On hearing about the project	
* When I first heard about the GTP Video Project I was ...	
<input type="radio"/> interested	
<input type="radio"/> undecided	
<input type="radio"/> Not interested	
* I chose not to participate because....	
1.	<input type="text"/>
2.	<input type="text"/>
3.	<input type="text"/>
Discussed project with colleagues at School	
* I spoke with colleagues at school (senior leaders, HoD, line manager, others) about the GTP Video Project	
<input type="radio"/> Yes	
<input type="radio"/> No	
* I chose not to pursue my interest because....	
1.	<input type="text"/>
2.	<input type="text"/>
3.	<input type="text"/>

Appendix 2: Tool – Interview - GTP trainees and tutors

Background (ALL)

Name:

School/workplace (Incl School level)

Level of skills in using camera/editing/film teaching before Sept 2009? (GTP teachers and tutors)

Why were you interested in participating in the video project? (GTP teachers and tutors)

School support (GTP teachers)

What support did you receive from your school/colleagues regarding using video for PD? Who did you speak to in school? What was their reaction?

Technology (GTP teachers and tutors)

What are the strengths and weaknesses of the FLIP camera? Did you face technological challenges with this hardware/software?

Legal situation - Child Protection - Permission (ALL)

Does your school have policies towards film and photography of students? Please explain what the policy entailed? Was your line-manager aware of policies? Did the policies make you feel suitably protected? What did you do to cover the legal issues/protection issues involving video in teaching? Did you have to gain the permission of parents / just inform parents? What was the outcome of this?

Practice – SWOT of each strategy (GTP teachers and tutors)

Which of the 10 recommended strategies for using film did you use? Which other methods did you use? Strengths, weaknesses, opportunities and threats of each method?

Opportunities and Challenges GTP teachers and tutors)

Overall what are the opportunities of using video for PD? What are the challenges? How can these be overcome?

Recommendations for use of cameras in ITT (GTP teachers and tutors)

In what ways can video be most effectively used as a ITT PD tool? Which strategies are most effective? What would you advise against? In what ways do you think film could be formally incorporated into the GTP programme?

Appendix 3: Video Upload Form (Example)

Video Type

Lesson Small group teaching Professional Discussion Meeting Other

Details (e.g. year group / subject / no. students)

Y9, Citizenship, 28 students, mixed-ability.

Video length (approx)

12mins (sequence of 4 clips of 3-minutes from various points in the lesson)

Location (URL)

www.screencast.com/.....

(Password: GTPSchoolBCit)

Q Standard	Video clearly identifies the following:
25C	1. Linking previous learning through whole class questioning and paired activity; 2. three teaching strategies each targeting different skills employed to help students build knowledge and understanding; and 3. formative assessment strategies adopted to facilitate learning.
10	1. Learning environment conducive to learning with suitable table layout and relevant posters on the wall; 2. questioning across the spectrum of difficulty used to challenge all learners; and 3. use of language, in line with whole school behaviour management policies, used to positively influence student's behaviour and focus.
33	1. Support professionals in the classroom (TA and Speech therapist) both clearly understand their role within the lesson. Colleagues work effectively together.
Intended action based on learning from the video	
<p>1. There is scope for further use of body, tone and voice as a means to engage and challenge students. i.e. greater use of the pause following a question, further use of direct eye contact in order to connect with individuals, and increased of volume and tone changes for emphasis</p> <p>2. Room for improvement in scaffolding questions and explanations when whole class teaching. Greater use of building blocks and higher level questioning required.</p> <p>3. Focus on the three students whose hidden seating positions and introvert personalities mean they can, to some extent, hide from and potentially disengage from the lesson.</p>	

Appendix 4: Video Upload Form (Blank copy)

Video Type

Lesson Small group teaching Professional Discussion Meeting Other

Please state

Details (e.g. year group / subject / no. students)

Video length (approx)

Location (URL)

www.

(Password:)

Q Standard	Video clearly identifies the following:
Intended action based on learning from the video	

Appendix 5: Suggestions for use of handheld video for professional development

The following are suggestions for how video can be used to support your professional practice.

Using the camera when teaching

1. **Entering the classroom:** Placing the camera in a fixed position video students entering the classroom and getting settled. Why? Video will help you consider your role and the necessary changes required to create good routines.
2. **Starting lessons:** Angling the camera directly on you from a fixed position video the first 5 mins of the lesson. Why? The first few minutes sets the tempo for the lesson and footage will help you reflect on how effective your starter activities are and how much time you spend on everyday admin (HW, register, letters from parents and so on.)
3. **Students filming:** When students are working in small groups provide a camera to one students who takes on the responsibility of recording the group while they work on a task. Why? This will provide a new insight into how students are working when the teacher is out of earshot.
4. **Behaviour Management:** Film a whole lesson from a fixed position. Review instances where behaviour interventions were required. Why? This will give you the opportunity to consider how you dealt with conflict, how you dealt with instances of poor behaviour, and how you maintained good behaviour and prevented poor behaviour.
5. **The last 5 minutes teaching time:** From a fixed position video the last few minutes of the lesson when you are providing informal assessment, a link to the next lesson, and an opportunity to celebrate learning. Why? Viewing this footage will help you consider how you managed the ending of the lesson and reflect on the attitude of your students to their learning.
6. **Post lesson reflection:** Instead of completing a written reflection of your lesson record yourself on film. Why? This will take less time than writing and film captures tone of voice, facial expressions, body language and so on.
7. **Evidence:** Building a body of evidence is necessary for your work as a professional teacher. Specific video episodes can be kept and used as evidence. This will cut down on the need to document using paper.
8. ...

Using the camera with colleagues

1. **Being observed:** Request colleagues observing you film sections of the lesson. Why? When they provide feedback they can exemplify their points with footage from the lesson.
2. **Peer reflection:** When observing peers teaching (or during team teaching) film specific episodes of the lesson. This could include: students working in groups,

whole class teaching, or Q&A sessions. Why? This footage will help colleagues consider the strengths and weaknesses of their inputs to the lesson.

3. ...

Appendix 6: Filming, viewing, sharing and storing footage advice

Filming

- Always seek the consent of all those who may be heard and seen in the video
- Have a clear purpose when filming. Short targeted episodes tend to be more effective than long periods of film.

Viewing

- We advise the subject of the film watches it before others, even if someone else did the filming.
- We advise against replaying footage to students at the end of the lesson, even if students took the footage themselves. It is important to screen and edit footage before sharing.
- Please be mindful, at all stages, that people often feel uncomfortable when watching themselves on video.

Sharing

- Your school owns all footage and it is up to you and senior colleagues which film episodes are shared with others.
- Please seek guidance from your school on the issues around sharing video footage. Schools tend to have different policies and procedures in place with regard to this.

Storing

- All recordings should be securely stored in a locked space.
- All recordings should be destroyed after use.

Appendix 7: Video based activity-Planning (Q22, Q23 and Q24)

Overview

Video the planning of lessons. This could involve an organised discussion within a department and may also include support staff who will be present in lessons.

The purpose of this activity is to review the process of lesson planning in order to learn from your and colleagues contributions and practice, and to provide evidence for the achievement of Q standards.

Guidance notes

- While it may seem unnatural to video the process of lesson planning, it will enable the reviewing of contributions of yourself and colleagues for this activity
- It would be a good idea to prepare a specific section of the lesson planning process to video. It is not advisable to film the entire meeting nor to rehash a conversation for the sake of the video.
- Aim to behave as you would without the video present. The film can always be edited to remove any sections.
- Edit the video so the film totals 10minutes maximum
- Complete a 'Video Upload Form' to accompany the uploaded video mentioning all standards achieved during the video

Standards

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Scope: This standard requires trainees to demonstrate that they can design sequences of related learning activities with detailed objectives, understood and informed by colleagues and learners, and suitable for learners across the ability range in the age ranges they are training to teach. Trainees' planning will demonstrate a secure understanding of the subject and/or curriculum focus in question, related to any relevant indicators of progress.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Scope: This standard requires trainees to demonstrate how they plan to use numeracy, literacy and ICT skills to teach across the ability range in the age ranges they are training to teach. The standard does not require trainees to demonstrate that they are experts in the areas of numeracy, literacy or ICT.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Scope: This standard requires trainees to demonstrate that they can plan homework or other out-of-class work that takes account of the needs of individual learners and the need to engage parents and careers to support learning. Trainees should be able to plan homework or out-of class work that relates to current learning, that is appropriate to the age and ability of learners, and that helps learners to make progress.

Appendix 8: Video based activity-Team working and collaboration (Q32 and Q33)

Overview

As part of a scheduled meeting with your HOD or other relevant colleagues video a 'managed discussion' on your understanding of team working and collaboration.

The purpose of this activity is to learn from, and with, colleagues in how to enrich the quality of GTP trainees work through professional collaboration, and to provide evidence for the achievement of Q standards.

Guidance notes

- It is wise for the trainee to control the discussion during filming
- Both/all parties to discuss and take opportunities to highlight: (1) Strengths of trainee's practice in this area; (2) strategies for improvement.
- Feel free to speak openly, the video can always be edited to remove comments at the wish of either party.
- This should not be seen as an interview, but rather an open discussion based around themes
- Use the "Questions to consider' from the Q standards to help guide the conversation.
- Keep the filmed discussion to a maximum of 10minutes
- You may wish to prepare the specific areas to discuss prior to filming
- Complete a 'Video Upload Form' to accompany the uploaded video mentioning all standards referenced during the conversation

Standards

Q32: Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Scope: This standard requires trainees to demonstrate that they can work with teaching colleagues and the wider school workforce in order to identify and develop effective practice that, in turn, will help learners to develop, make progress and achieve. Their engagement in collaborative practice will demonstrate that they can work with a range of other adults to develop the knowledge and skills to become effective team members, and to identify and share effective teaching and learning strategies that raise achievement and secure well-being.

Q33: Ensure that colleagues working with them are appropriately involved in supporting

learning and understand the roles they are expected to fulfil.

Scope: This standard requires trainees to demonstrate that they know about, and are able to utilise, the particular expertise of the range of colleagues with whom they work in schools and other settings. Trainees will ensure that colleagues are deployed appropriately and effectively, and that they understand the specific roles they are expected to fulfil.