

The implications of OFSTED's focus on curriculum breadth in schools for ITE



UCET Primary Symposium

Prof Des Hewitt

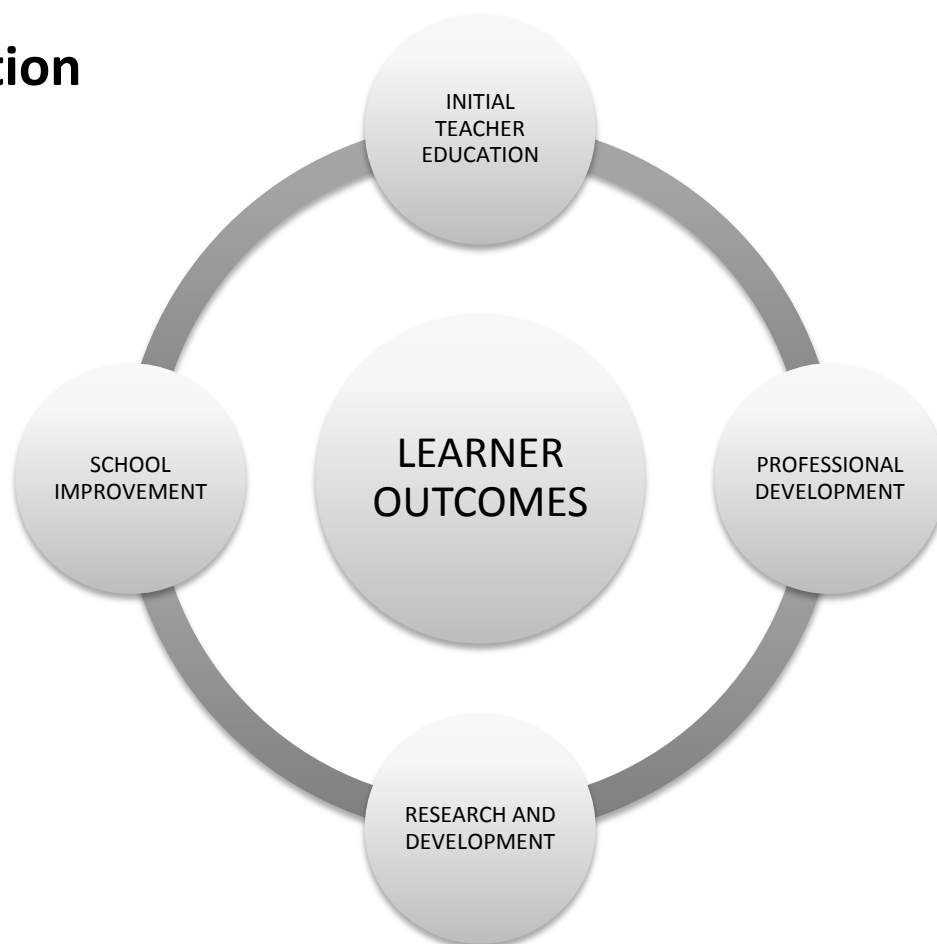
University of Warwick

d.m.Hewitt@warwick.ac.uk

**“A model of Teacher Education
through collaboration and
partnership based on the
principle of mutuality”**

Schools and Universities

**Pupils and
Teachers**



Research in Teacher Education through:

- A Warwick Schools Research Partnership;
- Knowledge-exchange: developing an evidence-based approach to teaching;
- Research into teacher education models of PGCE delivery: how to develop School Direct hubs;
- Researching teaching – Teaching research: subject excellence in maths, English, science and SEND etc.

NQTs and early career teachers

- ▶ Transition from trainee to qualified teacher;
- ▶ Variation in Teacher Training: 75% of all teacher training in school;
- ▶ Meeting **a** school's 'Teacher Standards', meeting **the** 'Teacher Standards';
- ▶ Greater expectations of a qualified teacher:
 - Accountability;
 - Assessment literacy... etc
- ▶ Teacher retention



OFSTED Draft Inspection 2019

The proposed 'quality of education' judgement therefore brings together the essential ingredients of education: the curriculum; the teaching, and the assessment that provides the feedback loop; and the resulting outcomes.

This judgement is intended to restore curriculum – largely 'missing in action' from inspection for more than a decade – to its proper place, as an important component of the quality of education.



In restoring the curriculum to its proper place, we have done much work to make sure we pitch our criteria at the right level.

Too weak, and a poor curriculum that leads to little learning, and to the most disadvantaged making the least progress, would go unscrutinised.

Too strong, and the diversity and innovation that are an important aspect of our education system would be hindered.

The criteria draw on the academic evidence that exists around curriculum quality, and do not extend beyond what we have found that evidence justifies.



OFSTED: HMCI on Curriculum research in school

- ▶ First, the primary curriculum is narrowing in some schools as a consequence of too great a focus on preparing for key stage 2 tests.
- ▶ Second, leaders have often misunderstood the purpose of key stage 3 and the new GCSE assessment criteria.
- ▶ And third, the intended curriculum for lower-attaining pupils in some secondary schools was often associated with the qualifications that count in league tables but not with other knowledge they should be acquiring

<https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework>



Ofsted research on lesson observation models:

[https://www.gov.uk/government/publications/ofsted-research-on-lesson-observation-models.](https://www.gov.uk/government/publications/ofsted-research-on-lesson-observation-models)

Inspecting the quality of ITE partnerships:

<https://www.slideshare.net/Ofstednews/inspecting-the-quality-of-initial-teacher-education-partnerships>

HMCI's commentary on the curriculum and the new Education Inspection Framework:

<https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework>



RECLAIMING ACCOUNTABILITY IN TEACHER EDUCATION

MARILYN COCHRAN-SMITH

MOLLY CUMMINGS CARNEY

ELIZABETH STRINGER KEEFE

STEPHAN BURTON

WEN-CHIA CHANG

M. BEATRIZ FERNANDEZ

ANDREW F. MILLER

JUAN GABRIEL SANCHEZ

MEGINA BAKER



Registration
BESG Members: £25.00
Non Members: £50.00

RE-IMAGINING A CURRICULUM FOR TEACHER KNOWLEDGE

DeAnna Marawa, Holborn Barn
136-142 Holborn, London EC1N 2SW | Saturday 23rd February

What do teachers do? How do we answer this question has implications for what they teach, to whom and how, where and when they teach in the classroom. Policy and practice across the developed nations of the United Kingdom is riven by social and ideological education has changed and diversified in recent years. This British Curriculum Forum event provides an opportunity for adaptive professionals

from across different education systems and sectors to come together to re-imagine a curriculum for teacher knowledge for the 21st century. The day will facilitate participants from different sectors to engage with theoretical, innovative and practical aspects of the curriculum, and combine learning in DeAnna's practical of curriculum research and development.



How are we doing?



98%
said staff are good
at explaining
things¹



96% felt
encouraged to ask
questions or make
contributions in
taught sessions¹



Over
200 Warwick
teachers employed in
local schools from
16/17

WARWICK
CENTRE FOR
TEACHER EDUCATION

Staff are
enthusiastic about what
they are teaching¹
(96%)

¹ PTES Survey 2017

Date	Monday	Tuesday	Wednesday	Thursday	Friday		Uni	School
03-Sep-18						49	5	0
10-Sep-18					Specialism Day	50	5	0
17-Sep-18	Serial Day				Serial Day	51	3	2
24-Sep-18	Serial Day				Serial Day	52	3	2
01-Oct-18	Serial Day				Serial Day	1	3	2
08-Oct-18	Serial Day				Serial Day	2	3	2
15-Oct-18	Transition Day				Specialism Day	3	4	1
22-Oct-18						4	5	0
29-Oct-18	Half Term (certain areas)					5	0	0
05-Nov-18						6	0	5
12-Nov-18						7	0	5
19-Nov-18				IP (14)		8	0	5
26-Nov-18	IRM 2					9	0	5
03-Dec-18						10	0	5
10-Dec-18						11	5	0
17-Dec-18			FP (14)			12	0	5
24-Dec-18	All- Christmas Break (Northants from 19/12, Worcs from 20/12)					13		
31-Dec-18	All- Christmas Break (Northants from 3/1)					14		
07-Jan-19	FRM 2					15	5	0
14-Jan-19					Specialism Day	16	5	0
21-Jan-19				PP3 Prep Day	PP3 Prep Day	17	3	2
28-Jan-19						18	0	5
04-Feb-19						19	0	5
11-Feb-19				IP (16)		20	0	5
18-Feb-19	Half term (all areas)					21		
25-Feb-19	IRM 3					22	0	5
04-Mar-19						23	0	5
11-Mar-19					FP (16)	24	0	5
18-Mar-19						25	5	0
25-Mar-19	FRM 3					26	0	5
01-Apr-19					Specialism Day	27	1	4
08-Apr-19						28	5	0
15-Apr-19	Easter Holiday					29		
22-Apr-19	Easter Holiday					30		
29-Apr-19						31	0	5
06-May-19	May Day					32	0	4
13-May-19						33	0	5
20-May-19			IP (17)		Specialism Day	34	1	4
27-May-19	Bank Holiday	Half term (all areas)				35		
03-Jun-19	IRM 4					36	0	5
10-Jun-19						37	0	5
17-Jun-19						38	0	5
24-Jun-19			FP (17)			39	0	5
01-Jul-19	Transition Day	Transition Day			Final Exam Board	40	3	2
08-Jul-19	Additional days in School as required. Experience has shown us that some trainees need a little longer than the length of the planned programme to securely meet the standards for QTS and as a result, you may need to attend school after the date of the Final Exam Board. It is in your own interests to keep these dates free for such an eventuality.							
15-Jul-19								
22-Jul-19							64	120
KEY								
Uni Days	Serial Placement Days	PP2 Placement	PP3 Placement	Enhanced Placement	PP4 Placement			

PG Primary Core 2018-19

**POST-GRADUATE CERTIFICATE IN EDUCATION (0-7) AND (5-11) CORE**

Subject studies (L7 30 cr): workshops + e-learning (En 25, Ma, 25, Sc 25, WC 30, BBC/CC 10) (115)

Professional Practice (L6 30 cr): Lecture (10) + personalised workshop / FTP (15) (25)

Total 170 hours + Personal tutorials

Timetabled Personal Tutorials: 2 hours per student

All other timetabled tutorials/ contact etc within above hours

Sept	October	November	December	January	February	March	April	May	June
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Primary Core 0-7, 5-11

[illegible]

Sept	October	November	December	January	February	March	April	May	June
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Primary School Direct 0-7, 5-11

[illegible]**POST-GRADUATE CERTIFICATE IN EDUCATION (0-7) AND (5-11) SD**

Professional studies (L7 30 cr): Lecture + seminar (30 hours) NB Common Lead for Core and SD

Subject studies (L7 30 cr): workshops + e-learning (En 16, Ma, 16, Sc 16, WC 16, BBC/CC 6) (70)

Professional Practice (L6 30 cr): Lecture (6) + personalised workshop / FTP (6) (12)

Total 112 hours + Personal tutorials

Timetabled Personal Tutorials: 2 hours per student






All other timetabled tutorials/ contact etc within above hours

PT Primary Teacher Education > General ...

Conversations Files Staff Notebook +

Ti General > Course approval > New course document...

 New  Upload  Get link  Open in SharePoint

✓	Type	Name	Modified ▼	Modified by
		Warwick Teacher Characteristics	21/02/2019	Hewitt, Des
		New course specifications 2020	20/02/2019	Hewitt, Des
		New Module Approvals 2020	20/02/2019	Hewitt, Des
		New Course approvals PGCE 2020	19/02/2019	Hewitt, Des
		Course approval templates and advice	19/02/2019	Hewitt, Des



Warwick Teacher Characteristics

Centre for
Teacher Education

Social justice, creativity, inclusion and the international dimension

WARWICK
THE UNIVERSITY OF WARWICK



Rationale

In the last three years **we have been challenged to articulate and evidence the distinctiveness of Warwick trainee teachers.**

Whilst **we are incredibly proud of the achievements of trainee teachers, and our partner school**, we felt that we should challenge the current status quo to go beyond compliance with national and local statute to fully embrace **the values and practices** which we characterize the Warwick Teacher.

We aspire to excellence in our provision. Compliance in national and local statute are essential, but this can also be achieved with a clear commitment to knowing who we are, what we value and how we work.

We want to go beyond compliance.



What is distinctive about a Warwick teacher?

Social justice

- Changing children's lives
- Inspiring others

Creativity

- Experience fulfilment
- Fun and creativity

Inclusion

- Make a difference to all children of different abilities and backgrounds

The international dimension

- Working in a diverse and rich community
- Opportunity to travel





**How do we develop
the Warwick
Teacher?**

Embedding the Warwick Teacher Characteristics

PGCE Curriculum

- Course and module aims and Los
- Taught Programme
- Assignments

Placement assessment criteria

- Warwick Assessment Descriptors (Part 3: Warwick Teacher Characteristics)

Partnership

- Placement expectations and documentation
- Mentor training and coaching development

Research and scholarship

- Staff and School Research Groups



A photograph of a man with dark hair and glasses, wearing a black and grey striped sweater over a white and grey striped collared shirt. He is smiling and looking towards the right. In the background, another person wearing a blue and white checkered shirt is partially visible. A large teal rectangular box is overlaid on the right side of the image, containing the title 'Impact' and two paragraphs of text.

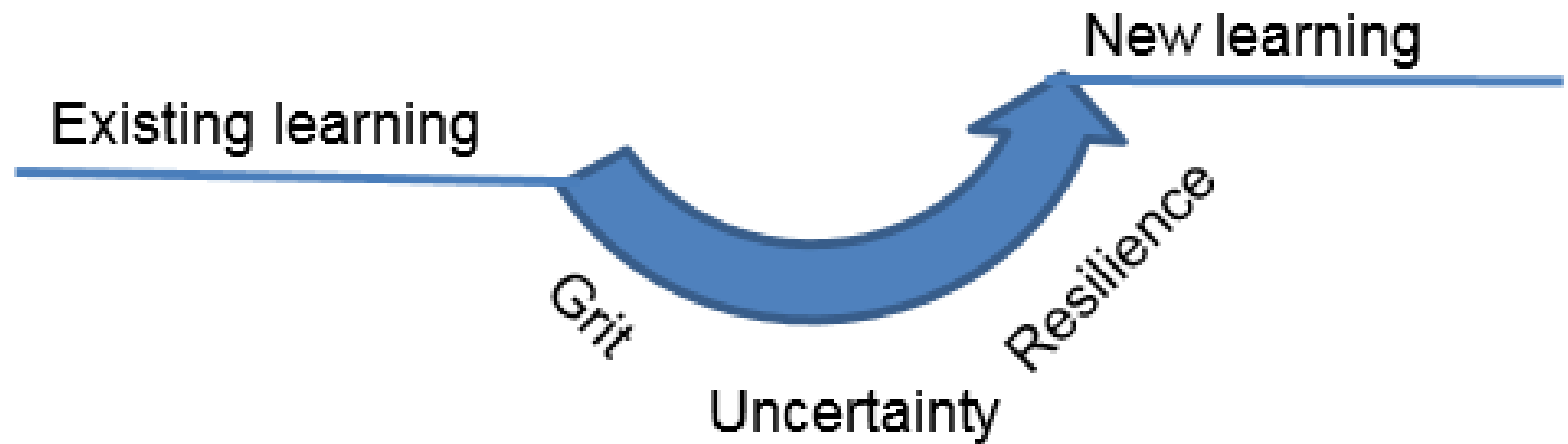
Impact

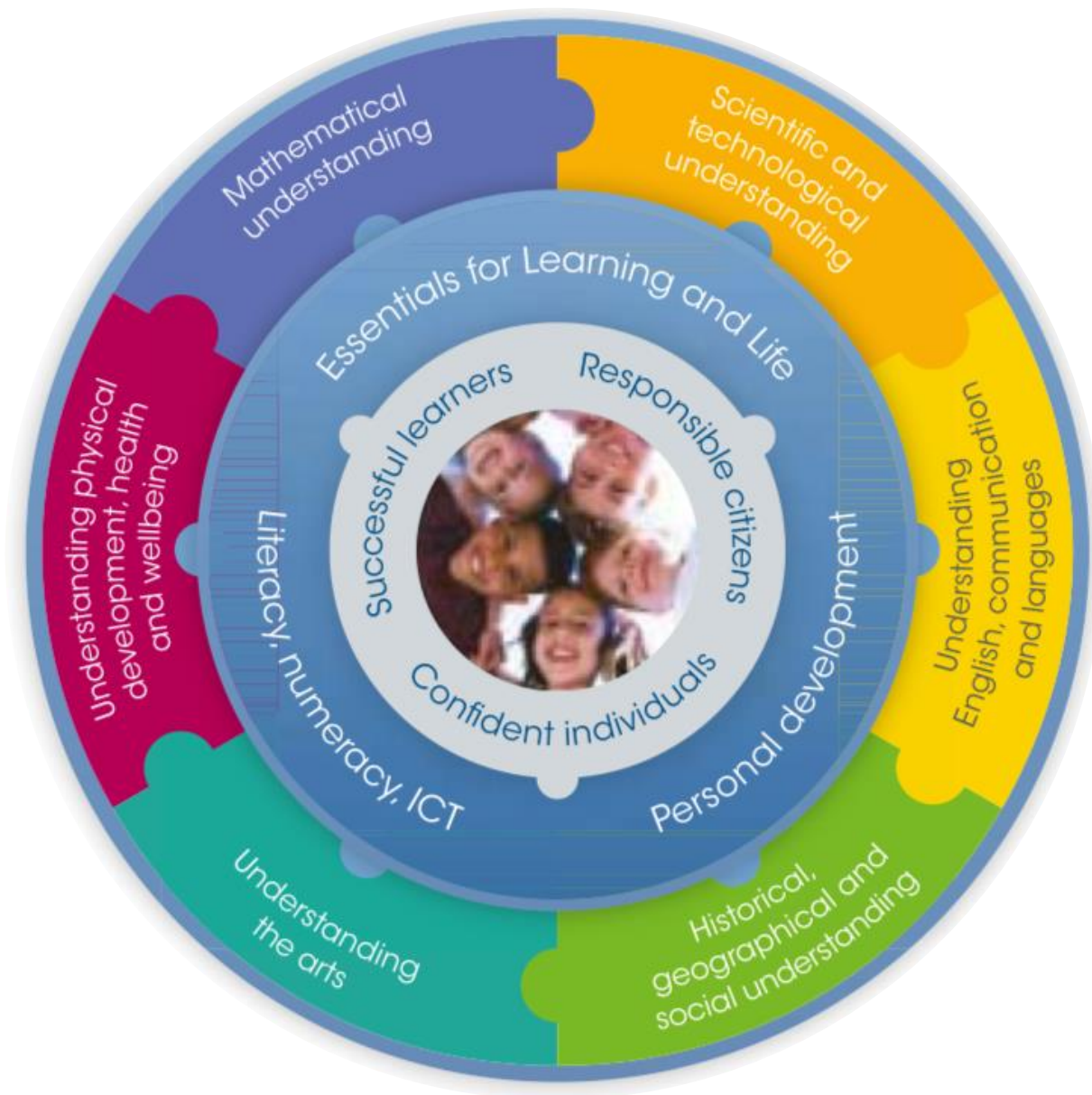
Trainees and staff will focus on the embedding of the Warwick Teacher Characteristics in all elements of the Warwick Teacher Education curriculum in University and school: including curriculum design, teaching and assessment of student outcomes.

They will also form an important starting point for staff and student scholarship, School Research networks and course evaluation.



Productive professional challenge





Rose Primary Curriculum 2006

Learners and
TEACHERS who
are:

Successful
Responsible
Confident

Challenging students requires excellent teacher knowledge



Subject knowledge (knowing that and knowing how) is:

- **Knowledge per se:** how to construct a paragraph
- **Pedagogical:** how to develop a reading workshop
- **Developmental:** why do people on the autistic continuum learn to read differently
- **Emotional/ social and motivational:** developing authentic engagement with literature
- **Ethical:** making right choices in your teaching of English, sensitive to the needs of the students
- **Curricular:** understanding the latest GCSE developments and what is required in your subject to realise the potential of students





Figure 4. Definition of Wellbeing



Dodge, R., Daly, A.P., Huyton, J. and Sanders, L.D., 2012. The challenge of defining wellbeing. *International journal of wellbeing*, 2(3).

Questions

- ▶ How different/ similar should core and SD be?
- ▶ How different/ similar should 3-7 and 5-11 be?
- ▶ Mapping of course aims/ LOs to modules

Note before implementation of new course:

- ▶ Need to map course/ modules against ITT Content (Carter review)
- ▶ Need to check for compliance against ITT criteria

