**Intellectual Basis of Teacher Education**

**Meeting 18.1.2019**

**Mary Summer House, Westminster**

**In attendance**

Trevor Mutton (TM) – Chair; Joanna McIntyre - Nottingham Uni: Claire Brookes – UCl; Rick Millican Uni Glos; John Thornby – Warwick Uni; Liz McKerr – Worcester Uni; Des Hewitt – Warwick Uni; Elaine Sharpling – Uni Wales Trinity St David; Alis Oancea – Oxford Uni ; Linzi Atkins Derby Uni ; Cathy Gower – Brunel Uni; Sean Cavan – Sheffield Hallam Uni; James Noble Rogers(JNR) UCET; Jackie Moses UCET

**TM - outline of current landscape** and reason why we are here, support of work of UCET on policy work and establish the intellectual basis for Teacher Education

**JNR - talked to strategy paper** (enclosed with meeting papers)

* current challenges include recruitment crisis, VC’s views on teacher training & its sustainability, differential fees

**Discussion**

Role of other providers in landscape e.g. Now Teach, Teach First

Important in new strategy to acknowledge this and build it in

Also need to keep careful watch on changes to Teaching Schools, likely to be bigger but fewer of them

Need to acknowledge that despite turbulence Uni involvement in ITE has been very stable and intellectual basis for this paramount. Important we can articulate HEI role in ITE. Need to ensure DfE recognise the stability and rigour of what we provide

Should also remember the international dimension that HEIs offer

The success of the sector and UCET respond to, and adjust to, changing policy environments was noted

Articulation etc needs publications to support

Need to consider and maybe strengthen comms activity, including new means of communication with some of newer movers in the market

Being proactive rather than reactive

Need to establish the principles of effective teacher education

**Terms of Reference**

Initial comments

- Not reporting to but informing; all forums but specifically Exec,

- would like a two way process

- Intellectual freedom, so feed into strategy but also challenge

- What do we mean by intellectual base? What should this cover?

- Confidence about distinctive nature, be bold,

- Not close down but open up debate,

- Encouraging critique,

- What do we mean by evidence,

- What sort of research are we looking at (Ref, practice, scholarly activity etc). Including challenging the questions asked by others e.g. DfE

Other comments/feedback (**Alis to send notes**)

* Remove inform, maybe steer?
* Rewrite in language that enables intellectual freedom of course and way of working etc
* Add something about intellectual capital
* Knowledge base extending to internal and external e.g. Subj Assoc
* Contextualisation is really important; one size doesn’t fit all!
* Question around framework& principles (& values)

**Actions**:

TM will start off Principle & Values document and circulate to those present for comments etc

TM to re-write terms of reference

**Possible Areas to explore**

* Child education in broadest sense
* What are the underlying principles of Teacher Ed
* What does it mean to be a teacher educator
* Critique of curriculum
* Critique of ECF what is intellectual basis?
* Professional judgment?
* How strategy is turned into action

**Ways of working**

* What is the evidence base/ knowledge we are referring to?
* Fundamental disciplines of education
* Foundations of individual subject disciplines
* Research focussed on teaching and learning/pedagogy
* Research around the processes of learning to teach and teacher development
* Curriculum research
* Wider educational research
* Policy research
* Research methodologies
* Empirical, theoretical or conceptual contributions to knowledge
* What about QA descriptors
* Agree terminology linked to above
* Maybe consider purpose of education, then role of t Ed within that, what does it mean to be a teacher, teachers as agents of change
* Who is included in ‘teacher’ definition? What about early hrs prof, FE lecturer etc

Do we need to identify our epistemology and ask some big questions? Is there something epistemically different about teacher education? What is the nature and purpose of teacher education? Whose interests does it serve? Is it just about knowledge or is it also about effecting social change? What does it mean to be a teacher? Or a teacher educator?

Could we start by reading something together, e.g. Furlong, may help to ground our thoughts and understand where we are coming from etc. Gerd Biesta’s work could also be useful in this respect – from a more philosophical perspective.

Do need to set up google docs, have a folder for reading. Need to establish common ground/conceptualisation. Also look at BERA papers

* Establishing Teacher Ed observatory..... maybe aspirational and would need commissioning
* Production of occasional papers (e.g. around new Ofsted framework, consider series of short papers around certain topics linked to inspection) commissioning of papers
* Do we want a seminar series? Do we want to generate new material, reflect on current or just curate? Who might we collaborate with for this? Some discussion of potential funders for a seminar series – Society for Educational Studies; Society for Research in Higher Education.
* Identify the ‘burning issues’ and distil key message for e.g. Ofsted to consider
* Explore, perhaps, the notion of research-informed practice within a climate fo accountability
* What about webinars and other newer forms of disseminating and communication to supplement f2f

It was agreed that, as a first step, a paper outlining core principles and values that would inform UCET activity and the work of the group would be drafted. **TM to do an initial draft for circulation and comment**

**Date of next meeting** - circulate dates for late March/ early April, venue to be agreed