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*Promoting Quality in Teacher Education*

**Minutes of the UCET Executive Committee/DfE/OfSTED meeting held on 8 January 2019 at 1:00 – 3:00 p.m., Mary Sumner House, 24 Tafton Street, London SW1P 3RB**

Attendance

Pat Black

Moyra Boylan

Sean Cavan (Chair)

Caroline Daly

Max Fincher

Julie Greer

Alex Kendall

Kevin Mattinson

Karen McGrath

Blerina Miftar (OFSTED)

Jackie Moses

Trevor Mutton

James Noble-Rogers

Tanya Ovenden-Hope

Jim Pugh

Cat Scutt

David Storrie (OFSTED)

Ruth Talbot (DfE)

Simon Thompson

Matt Varley

Alison Winson

Roger Woods

Apologies: Linda Clarke; Rachael Harding; Emma Hollis; Rachel Lofthouse; Linda la Velle; Malcolm Thomas.

1. Welcome and Introductions

Executive Committee members welcomed David Storrie and Blerina Miftar from OFSTED and Ruth Talbot and from the DfE.

1. Minutes of the previous meeting and matters arising

These were accepted as accurate. There were no matters arising not covered elsewhere on the agenda.

1. UCET Updates

JNR reported that UCET have established a new working group, the Intellectual Base of Teacher Education’, the first meeting of which is on the 25th January. The group will help to inform the new UCET strategy. JNR noted UCET have produced a paper on the current policy landscape for HEIs in the teacher educations sector. JNR will also be meeting with Anne Milton, MP, and Minister of State for Apprenticeships and Skills soon.

1. ITE Recruitment
2. *Recruitment in 2018/19*

* RT summarized the ITE census results.
* A question was raised as to whether the census data also factors in attrition, those candidates leaving/seeking deferral.
* It was noted that the removal of the requirement of school experience appears to be having a negative impact on retention. The diversity of entrants and applicants also appeared to be getting narrower.
* Bursary levels appeared to be influencing applicant’s choice of subjects, with some appearing to be applying for subjects that might not be their best fit.

*b Feedback on applications for 2019/2020*

* Applications to primary were reported to be lower than at the same stage last year, possibly because of the lack of bursaries, the removal of which might have had a delayed impact. History was also down, with the ‘rote learning’ approach to history in schools being a possible reason.
* There was discussion around the development of 150 new ‘super-teaching’ schools in the UK at the impact this will have upon recruitment, especially in smaller School Direct schools. It was asked if the DfE have any statistics on how this might impact on recruitment. **RT to find out about this development’s effects and email JNR/SC** who will feed back to the Executive Committee.

c. *Development of new DfE recruitment and retention strategy*

* RT noted that the aim is to publish the new Recruitment and Retention strategy soon.

1. CPD issues

* It was agreed to defer discussion of this item until the next meeting of the Executive Committee, when the Early Career Framework will have been published.

6 Inspection Issues

1. *Feedback from recent inspections*

* Due to Angela Milner’s recent retirement, there is no full analysis available yet on last term’s inspections.
* DS noted that portfolios and e-portfolios are proving to be a strain on providers, for example there have been complaints regarding cross-referencing and copying and pasting information as an unnecessary administrative burden
* DS noted that OFSTED could usefully extend ‘myth-busting’ to ITE inspections.
* The issue of trainees’ workload and mental health and well-being is important to acknowledge within the ECF. **JG to send DS her working paper on this.**
* There was discussion of the recent DfE paper ‘Reducing Workload’, and UCET’s concerns about the use of ‘off-the-peg’ pre-planned lessons and the importance of lesson planning. DS agreed with the point that all trainees should be clear that they need to equipped with an adaptive expertise in lesson-planning.
* It was also noted that the language around OFSTED grading and inspections is having an effect on teacher workload. In particular, the concept of ‘minimum requirements’ and the label ‘outstanding’. There is the feeling that institutions have to exceed requirements and that if they are labelled outstanding, how do they continue to drive excellence? There is a perception that the dialogue between OFSTED and providers, and between providers themselves is sometimes at the risk of being defensive, rather than collaborative, and competitive rather than co-operative. It was proposed that removing or rethinking the word ‘inspection’, perhaps using ‘review’ might help to dispel some of the tensions involved with providing overwhelming evidence and proof.

1. *OFSTED termly letter to partnerships*

* Communications will be issued in due course.

1. *Development of new OFSTED inspection framework*

* DS asked if providers could remind everyone about the questionnaire for trainees’ survey, and the global level data will be shared with ministers. It was therefore important that responses be encouraged.
* The research division at OFSTED are contributing to the development of the methodological element of the framework, working with a range of providers and sectors, asking what is excellence within an ITE curriculum. DS is hoping that the new framework will give a better understanding of what pedagogical planning looks like.
* DS to send JNR the dates for workshops on the new framework are planned for late Spring; there will then be 4 workshops around the country in the Summer; in September a formal consultation will be launched and then published in January 2020.
* JNR noted that it would be good to have a series of smaller meetings between UCET, NASBTT and OFSTED to discuss the consultation and the new framework. DS happy to do this.
* SC emphasized to members that the new framework is confidential.

7. AOB

None.

8. Date of next meeting: 1:00 pm on Tuesday 30th April.