**Intellectual Basis of Teacher Education meeting**

**Sheffield Hallam University 22 March 2019**

**In attendance**

Trevor Mutton (Chair); Joanna McIntyre Nottigham); Rick Mllican (Gloucester); John Thornby (Warwick); Des Hewitt (Oxford); Sean Cavan (SHU); Lisa Murtagh (Manchester); Divya Jindal-Snape (Dundee); Kevin Mattison (BCU); Alex Kendal (BCU); Gillian Peiser (Liverpool John Moores); James Noble-Rogers (UCET); Jackie Moses (UCET)

**Apologies**

Linzi McKerr (Worcester); Elaine Sharpling (UWTSD); Alis Oancea (Oxford);

Liz Atkins (Derby)

2. Notes from the previous meeting were approved

**3. Terms of Reference (ToR)**

* Last bullet point to end ‘university-based research informed teacher education’

Discussion around - What do we mean by steer? what is the relationship between this group and the UCET Forums. JNR explained that this group had a direct line to the UCET Executive Committee although the work of the group would be shared with all the Forums.

JNR to produce organogram of organisation showing this

It was agreed to keep ‘steer’ on the ToR as a key role of the group its work in ‘steering’ on the new UCET Strategy’

JNR would like values statement to link/underpin ToR and these in turn would identify principles and values that should underpin UCET policy and pronouncements.

1. **Values & Principles (V&P)**

Key points from the following discussion included:

* Should we use Higher Education instead of University? Some of group not keen on this and would like to keep University. This will need further discussion following agreement of the V&P
* Need to establish V&P in order to inform approach to consultations moving forward....... also still need the pragmatic approach but this would provide additional dimension. V&P to be added to the ToR document.
* Need to cover all education in its broadest sense; both initial & ongoing plus all phases (EY to HE). Therefore V&P will need to be high level and abstract to ensure sufficient flex to cover above
* Also need to ensure they cover CPD as well – not just a focus on ITE
* Also need to consider international dimension (we should make a contribution to teacher education debates internationally) and impact on UK (and whole of UK – not just a focus on England)
* What about wider aspects of what we can do, social justice, democratic responsibility etc.
* Maybe generic statement about our relationship with policy in broadest sense
* Need to look at transformation in broadest sense; i.e University Education is potentially transformative?
* Need to be politically astute
* Do we need to push on the research informed aspect and its contribution to teacher education?

Questions:

* What are the P&V that underpin Teacher Education, and how does this reflect in new strategy?

Principles need to include collaboration both external & internal, need for constructive engagement. Need to articulate the distinct contribution of Universities in this field

* Do we need to identify UCET Research priorities?

Need to raise profile of research amongst UCET (across all the forums) and further afield and within significant education circles – and secure ‘buy-in from a range of different partners (DfE, Chartered College, teachers)

Something about contribution that research makes to policy - critical contribution?

TM shared a first draft of V&P document which was discussed

Key points

* Could we start with a short preamble that stated ……….education as deep rooted social & cultural practice..... and everything else flows form there

Some ideas linked to …………University based T Ed makes a distinct/unique contribution to...........

* professional identities & supporting teacher professionalism (what it means to be a teacher in the UK)
* transformational change
* social justice (what does this mean in different contexts to different people?). the starting point should be what education as a social and cultural practice means.
* intellectual capital
* inter & intra disciplinarity
* research evidence to inform ....... policy, frameworks, outcomes 9nned to reclaim the territory)

Important to make sure that this reflects the uniqueness and distinctiveness of Universities in teacher education

Do we need to separate out V & P, what is the difference?

* Values – question & guide/structure behaviours
* Principles – Guide our actions
* Values are the roots, principles are the branches !

Brainstorm of Values

* T & L as intellectual endeavour
* TEd = lifelong professional learning
* integrity, transparency and contribution to excellence
* Social, and transformational contribution to lives locally & globally
* Ethical practice
* Diversity of knowledge, openness to differing perspectives (mutuality)
* Contribution to social, just and sustainable societies
* Something around critique of different values etc
* Criticality and contestability of knowledge
* Adaptability and flexibility to differing contexts, also being able to challenge
* Means of developing teacher agency which affects teacher wellbeing
* Professionalism
* Generators and owners of intellectual capital

Brainstorm of Principles

* reclaiming the research space? What do we do that other providers (e.g SCITTs) don’t do? What is our unique contribution to teacher education?
* Generation & pursuit of new knowledge from varying sources - co construction
* Not privileging once source of knowledge over others?

**ACTION** - Ask Max to create google doc/ I drive so that we can circulate and amend etc

2 docs, one with values on (numbered), 2nd is blank for linking to principles

Values doc to be discussed first and general agreement, then progress to working in pairs to pull together principles for each value

**REVISED ACTION** – circulate two table for Values and Principles (taken from meeting notes) ask colleagues to add to/amend etc and return to JM for collating

Other questions/suggestions

* TLRP work ........ teacher research up to 2013 (query where is this now?)
* V&P need research mapping onto them
* Work on the principles and values could lead to a research paper in its own right
* Future development could be to find way to bring together teacher/teaching research for UCET members.
* Do we need to create some case studies/vignettes? But perhaps initially just curate some key links.s
* Suggestion that one of the whole workshop sessions at UCET is dedicated to a research/research policy focus (rather than a couple of research-focussed workshops within each session). Currently difficult when these workshops are up against DfE sessions.

Next time - what we do at the UCET conference?

Papers? Alis on Intellectual basis, other outputs

**Next Meeting Friday 17th May 11-2pm at Birmingham City**