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*Promoting Quality in Teacher Education*

**Note of the meeting of the UCET CPD Forum held at 1pm on Tuesday 13 February 2019 at Mary Sumner House, Westminster, London SW1P 3RB**

Welcome, introductions and note of the previous meeting

Colleagues were welcomed to the CPD forum. The note of the meeting held on 13 November 2018 was agreed. There were no matters arising not included elsewhere on the agenda.

The following items were covered during the discussions:

* A report from JNR on non CPD related issues, including: the DFE teacher recruitment & retention strategy; the 5-6 November UCET conference, registration for which is now open at <https://www.ucet.ac.uk/conference/ucet-annual-conference-2019-5th-6th-november/> (with discounts for early-bird and multiple registrations); the DFE review of the shape of the current ITE market; PCET developments, including the withdrawal of bursary and SKE funding; and consultations on the OFSTED EIF and ITE inspection frameworks.
* The content of the morning symposium on the intellectual base of CPD teacher education programmes led by: Tracey France on Effective Leaders, Successful Schools and Effective Teachers, Successful Learners; Christine Harrison on teacher assessment capability; Jon James on non-deficit based models of teacher development; and Rachel Lofthouse on Collective Ed as an example of the integration of research & practice in support of CPD.
* It was, after some discussion, agreed that the topic for the next symposium would be on underpinning values for CPD programmes, including collaborating with partners and the measuring of impact. It was also agreed that the agenda for the next meeting would (in place of ‘horizon scanning’) include discussion about the challenges faced by teacher education departments in broader institutional contexts.
* The new Early Career Framework for new teachers, which would be implemented nationally in September 2021 following a pilot in 2020. The ECF would be supported by public funding of £130m. The opportunities presented by the ECF were noted by forum members, and UCET’s push to secure a role for accredited ITE providers and links to M level in its delivery were welcomed. Specific points included:
	+ The importance of criticality should be embedded within the framework
	+ The ECF offers scope to support new and developing forms of partnership working, between schools and ITE providers and across ITE providers
	+ If there is to be a procurement exercise for ECF delivery, one modelled on the process to allocate PPD funding before 2010 rather than a model like the recent TLIF bids should be followed.
	+ It would be useful if the ECF could be underpinned by a set of agreed values.
	+ The wording appeared to be assessment focused rather than on supporting the needs of the individual teacher, although the intention was that it be supportive rather than burdensome.
	+ The reading list was thought to be, at best, partial and probably not required.
	+ The ECF must be delivered in such aa way as to allow for the different starting points of NQTs, e.g. in regards whether they came through an undergraduate route, postgraduate routes with different levels of master’s credits and the extent of NQT’s school-curriculum relevant subject knowledge
	+ The process for delivering the ECF in the pilot areas was not clear, to either schools or potential ECF providers.
	+ The ECF was thought to provide an opportunity to develop new forms of mentor training, covering ITE and NQT.
	+ 5% non-contact time in the second NQT year may not be enough, although if it could be taken in blocks rather than spread evenly throughout the year it would help.
	+ Funding could be allocated through NQTs themselves, giving them scope to choose which accredited ECF delivery agency to choose from, would promote choice and be an effective funding mechanism
	+ The ECF should help teachers engage with wider communities
	+ Sufficient lead in time will be required to develop ECF programmes, particularly if accreditation is to be secured (the scope for shell accreditations was noted)
	+ Care will have to be taken to ensure that teachers in all schools get equal access to the ECF. Some concern that the ECF might, if not properly implemented, increase inequalities rather than diminish them.
	+ There could be an issue with NQTs in the same school working with different ECF providers, although encouraging collaboration amongst providers could address this.
	+ ECF contracts should be ongoing, or at least last for a given number of years
	+ Mental health and well-being needs to be addressed more specifically.
* The NFER report on teacher recruitment and retention.
* International issues, including: a report on the Chair’s research in Ontario supported through the UCET Gordon Kirk travel scholarship; the current invitation to bid for UCET travel scholarships; the forthcoming ATEE and ICET conferences; the development of competencies in regards sustainable development; and the importance of providing CPD beyond the EU area post-Brexit.

Date of next meeting

4 June 2019 (not 14 June as stated elsewhere)