

A Registered Charity (No 275082)

*Promoting Quality in Teacher Education*

**Note of the meeting of the ITE secondary forum held at 1pm on Tuesday 12 March 2019 at Mary Sumner House, Tufton Street, Westminster, London SW1P 3RB**

Welcome, introduction & notes

Colleagues were welcomed to the second meeting of the ITE secondary forum meeting of 2018/19. The note of the previous meeting was agreed. On matters arising, JNR reported that he had visited a number of HEIs to speak about the current policy landscape, and would be happy to visit more.

Discussion

Highlights from the afternoon’s discussions included:

* General updates from UCET, including UCET attendance at a Royal Foundation conference on mental health & well-being in education, and a meeting between JNR (and others) and the Duchess of Cambridge to discuss the issue; recent and forthcoming meetings between UCET and officials from Welsh government and Estyn; a planned event on the contribution that HEIs in Northern Ireland make to teacher education, supply and professional development; and the imminent publication of the UCET ‘Building Research Informed Teacher Education Communities ‘ paper.
* Topics for future morning symposia, where suggestions (with time for group discussions) included: supporting new teacher education colleagues; lesson planning; OFSTED curriculum expectations; and the implications for ITE of the ECF; target setting, mental health & well-being; and supporting career changers.
* The January 2019 DFE Teacher Recruitment & Retention Strategy and the Early Career Framework for NQTs, where the focus of UCET activity in the coming months was likely to be in relation to: influencing the outcome of the ITE ‘shape of the market’ review; securing a role for accredited ITE providers in delivering the ECF; and the review of the ITE content framework in the light of the ECF.
* Recruitment to programmes for 2019/20, with the following comments made: increase in the proportion of applicants selecting School Direct routes; very few applicants for computer science; mixed levels of interest in part-time programmes; mixed recruitment to maths & geography; science struggling to recruit; and history lower than the previous year. Reports were also given of candidates with non-relevant first degrees chasing high bursaries in secondary subject areas.
* The implications of DFE monitoring of rejection rates, which increased workload and added little of value as suitable candidates were accepted whenever capacity allowed. Reports were also given of undue pressure being placed on applicants to immediately accept places offered, and of career changers being steered by TTAs into SD programmes for no reason other than age.
* The removal of the scope for providers to insist on applicants having prior school experience had impacted negatively on retention for some providers but not others.
* Shortage of skills test provision in parts of the country (Gloucester, Worcester etc.) remained an issue.
* Teacher workload and the UCET companion paper, the publication of which was welcomed.
* Inspection and regulatory issues, where compliance visits by DFE in relation to AO and part-time provision were reported, and the implications of the OFSTED inspection framework for schools was discussed. Questions were also asked about how ITE providers taking part in the piloting of the new ITE framework would be selected, and the implications the outcomes of such inspections might have.
* Placement issues, with reports from several colleagues of schools requesting CVs of placement students and sometimes being expected to interview them prior to being allowed in school. Examples of schools expecting to have sight of DBS forms of both ITE staff and students were also given, and it was suggested that OFSTED might intervene to support providers in such instances. Schools might also be encouraged to take part in interviews to reassure them that safeguarding procedures were robust.
* The impact of GDPR on data sharing, the carrying out of research etc.

Date of next meeting

18 June 2018.