

ITE 2020: Oh! Brave New World!



**Developing ITT Curricula: a
process model**

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Overview

ITE Curriculum

- Why build a new curriculum?
- Curriculum building: a process model
- Curriculum building: Bath Spa
- Next Steps

What is needed?

- **Coherent ITT Curriculum** – written by partnerships
- Tailored to each ITT partnership's vision for their trainees and the partnership
- Fully Integrating the national requirements:
 - **ITT Core Content Framework: minimum entitlement for trainees (ECF): 1st Nov. 2019**
 - **The replacement of the ITT Skills Tests with provider assurance of fundamental proficiencies: April 2020**
 - **The revised ITT Criteria: October 3rd 2019 – likely further revision**
 - **The new Ofsted ITE Framework and Criteria : Consultation January 2020**
 - **The DfE Workload Reform**
 - **The DfE Recruitment and Retention Strategy**
 - ***Continued assessment of Trainee Teachers against the Teachers' Standards in full for QTS***

Why suggest writing new ITT curriculum? And how far are you down that road already?



Danger of an 'add on' curriculum

significant changes in emphasis bolted on to what already exists can result in a lack of coherence in the training experience of trainee teachers



Provision often focused on 'courses' which can result in a fragmented and repetitive experience for trainee teachers



Opportunity to ensure that everything done with trainees is explicitly rationalized in terms of how it supports them in becoming good teachers

Reducing workload for trainees and staff

Supporting embedding skill knowledge and understanding

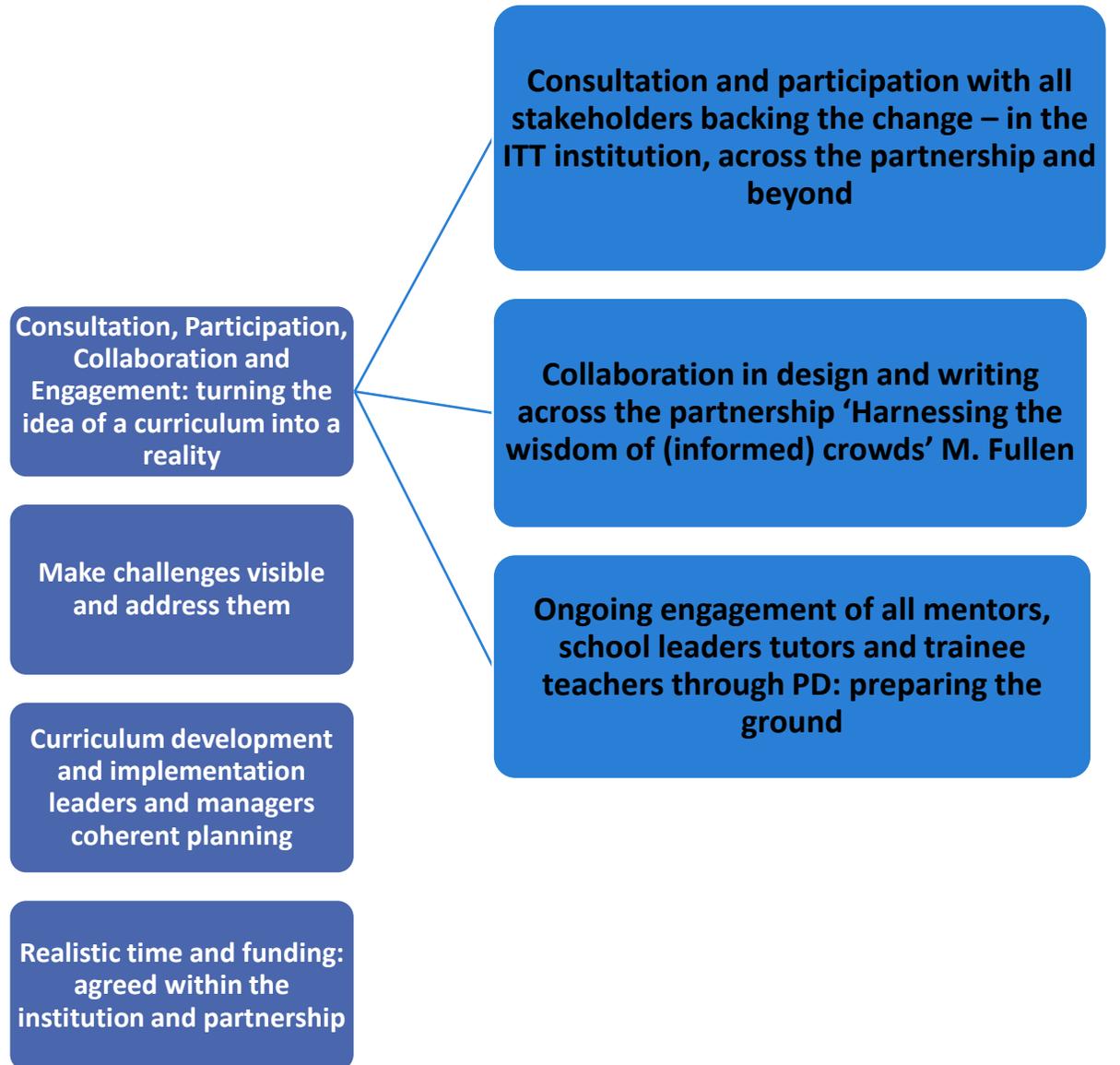


Opportunity for the partnership to collaborate to knit together the new requirements to create a coherent curriculum which makes sense for the trainees and the partnership. Strengthening the partnership

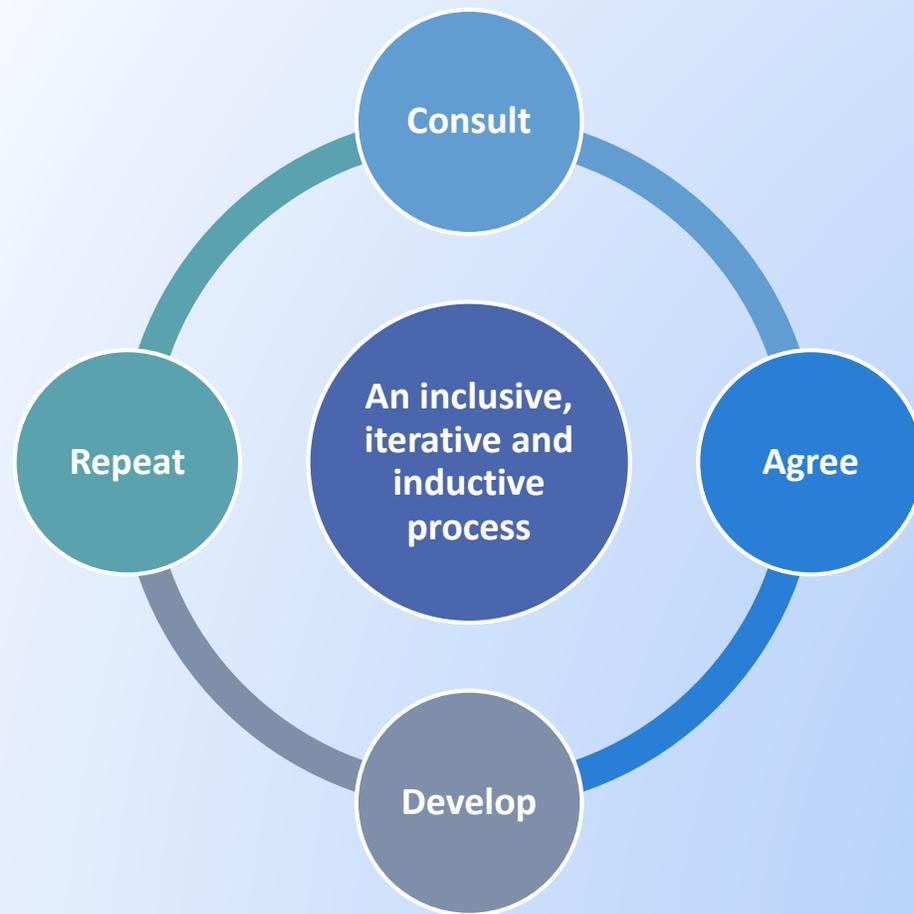


The notion of coherent provider developed ITT curriculum is current. Preferable to DfE prescribed curriculum.

Key factors for successful curriculum writing and implementation



Building the Curriculum



Ofsted's Working Definition of Curriculum

- The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage: **Intent**
- for translating that framework over time into a **structure and narrative**, within an institutional context: **Implementation**
- For **evaluating** what **knowledge and skills** pupils have gained against expectations : **Impact / achievement**

and

Strong leadership and management: overseeing the process, planning for and securing systematic improvement

NB: Valid Quality Indicators

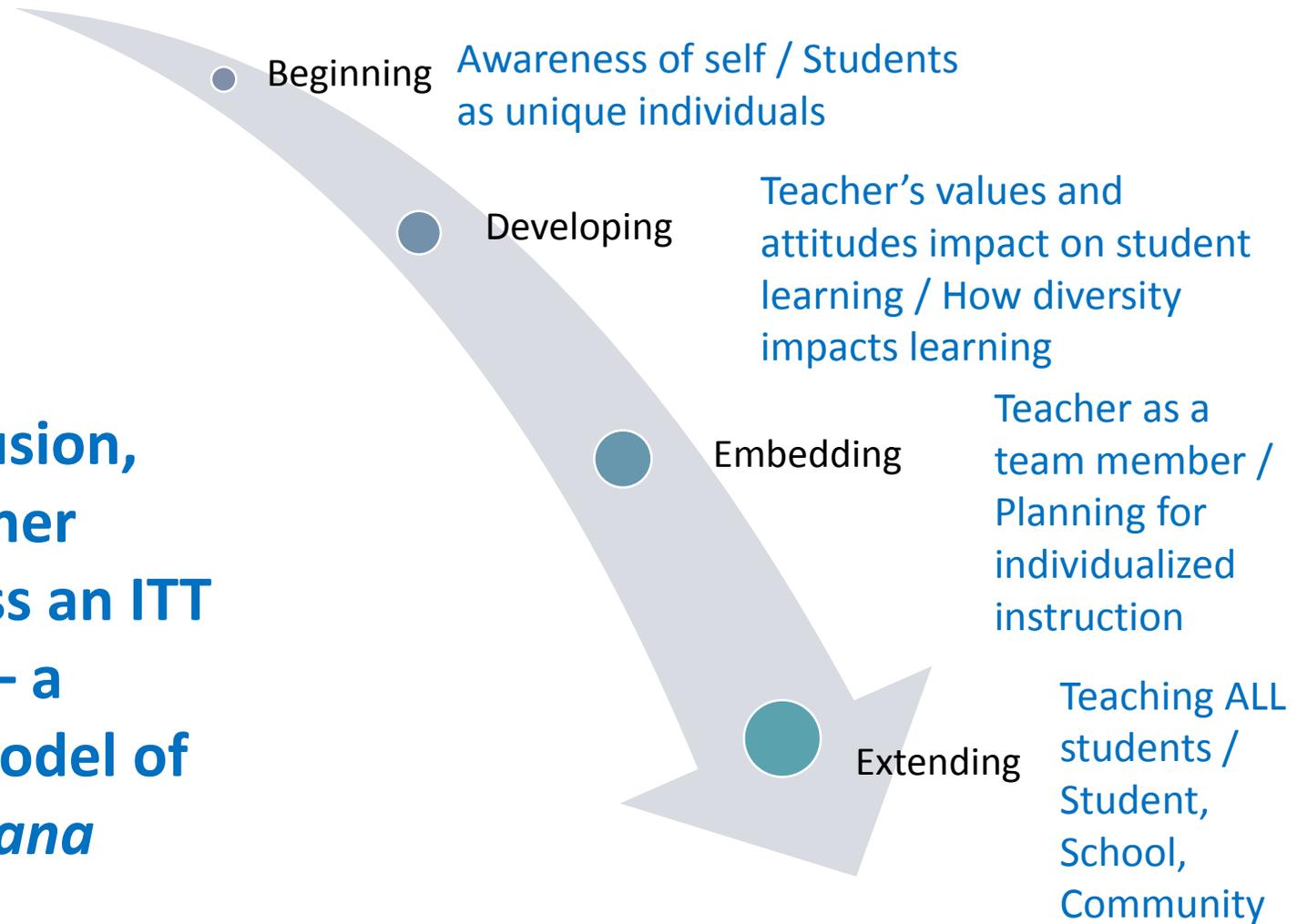
The intent, The Foundations of the Curriculum

Warning: do NOT start writing modules or courses until you have sorted out the intent

Stage one

- The vision for the curriculum, for the teachers children and young people need
- Distinctiveness: USP – what makes this partnership’s curriculum different, desirable?
- Identifying major priorities and changes - locally and nationally driven
- Setting out overarching learning outcomes for trainees
- The model of progress of trainees’ learning: the sequencing of learning across the programme
- Expectations at each stage of training
- Approaches to, and rationale for, teaching and assessment of trainees
- Rationalised decisions re subjects incl. subject groupings, phases, routes
- NB nothing is immutable!!!

**Equity and inclusion,
Student-teacher
expectations across an ITT
programme – a
*developmental model of
progress – Ghana***



The intent, The Foundations of the Curriculum:

Stage two

- Phase specific goals and learning outcomes
- Subject specific goals and learning outcomes
- The sequencing of learning within subjects reflecting model of progress
- Expectations at each stage in each subject

The intent, The foundations of the curriculum:

- Principles underpinning the curriculum defined, e.g.:
 - unwavering focus on developing the essential skills, knowledge and understanding required for a good teacher
 - coherence and consistency of trainee experience:
 - Vertical learning through the programme
 - Horizontal learning across the programme
 - informed by relevant research
 - explicitly addressing cross-cutting issues: inclusion and equity, gender, SEND; ICT; core and transferable skills; professional values and attitudes; action research and reflection
 - requiring high quality CPD for tutors, mentors, lecturers, school leaders leading to and during implementation
 - training models high quality teaching and learning approaches
 - adherence to National and local requirements

Vision for the curriculum, Key principles, aims and values, learning outcomes and sequences

Teachers' Standards, ITT Core Content, Workload Reform, ITT Criteria

Learning to be a teacher (professional behaviours and values)

Learning to teach a subject (subject knowledge, subject pedagogies and curriculum)

Subject Content, for each subject :

- Subject Knowledge for Teaching
- Subject specific teaching and assessment
- Progress and development in learning
- Common misconceptions
- Contextual issues and barriers to learning
- How to plan, structure and represent content appropriate to phase and subject
- Relevant research and approaches to research

Curriculum Studies

- National Curriculum
- National assessments and exams

Learning to teach (generic pedagogy, including adaptive teaching and classroom management)

- Managing workload and well being
- Teaching strategies
- Assessment to support differentiation and learning
- Learner development: cognitive theory
- Barriers to learning
- Planning for learning
- Implications of learner backgrounds
- Classroom and behaviour management strategies
- Classroom Enquiry & Reflection (action research)
- Building a professional portfolio
- Introduction to cross cutting issues: professional values, attitudes, core and transferable skills, ICT
- Equity and inclusion, gender and SEN
- Education system and key policies

Effective engaging new teachers

The intent, The foundations of the curriculum

- The structure of the curriculum and weighting
- Subject specific *planning for learning* to achieve outcomes: including location of training
- ***Review against Core Content Framework ,Teachers' Standards, ITT Criteria, develop and amend as necessary***
- Course level writing: using *planning for learning* and against staged expectations
 - Links and compliments: spiral, vertical and horizontal
 - Assessments: no. and kind of assessment components
 - Credits, timings and weighting
- CPD writing for tutors and mentors

The implementation

- High quality training of trainee teachers by mentors and tutors
- High quality CPD of mentors and tutors
- Coherence and consistency of the trainee teacher experience
- Differentiated learning support for individuals and groups of trainees
- Managed work load and well being

Impact: quality assurance and evaluation

- Has the programme been successful?
 - Have the trainees achieved intended knowledge and skills to be a teacher?
 - Are they ready for their career?
-
- Monitoring and Assessing
 - Evaluation
 - Moderation
 - Review
 - Of the trainers, training and the impact of the training

Leadership and management

- Partnership agreement and engagement of the partnership at all levels
- Creating and sustaining shared vision for the partnership for all
- Quality assurance, evaluation and improvement planning
- Recruitment and selection
- Managing the curriculum to meet the needs of individuals:
 - Cohesion of school and centre based training at all levels
 - Extending and contextualizing centre based training in schools
- Proactive in managing local and national developments
- Overseeing the changing role of mentors and link tutors over the year
- Negotiating the responsibility of trainees and opportunities to take 'risks'

Considerations when curriculum writing

Everything written must be:

- justified in terms of how it supports the trainee in achieving the vision for the curriculum and the overarching and subject specific learning outcomes
- written with the learner, the trainee, in mind:
 - achievable at the stage of training
 - realistic in terms of the time available
 - adaptable to individual trainee needs and contexts
- written with the tutors, mentors and who will teach it in mind
- aligned to the content and concepts of the national ITE requirements
- reviewed and revised to ensure a coherent and consistent experience for trainees
- avoid repetition, recognise links and support revisiting to embed knowledge, skill and understanding
- use shared language and ensure alignment of teaching and assessment strategies

'A good time to review provision'

University factors

- Restructuring in all areas of BSU
- Revalidation of ITE programmes due 2019/20
- GTPR – new system for electronic portfolios
- Ongoing cycle of feedback - some minor issues, but why?
- Many new clusters as part of our partnership
- Slight rise in withdrawals, increase in deferrals/extending programme
- Research around neuroscience

National factors

- New Ofsted Frameworks – EIF and proposed ITE Framework
- Core Content for ITE
- Changes to Professional Skills Tests
- Workload Reform

We started with a series of questions.....

- Were our beliefs and principles evident in our practice, or just statements for marketing and in validation documents?
- What was it like to be a Bath Spa Teacher (BST)?
 - A week in the life of a BST
 - Why/where did some BSTs experience challenges/difficulties?
- What was our curriculum and was it consistent across all phases and subjects?
- What informed our curriculum – all elements of the curriculum
- What was being taught in the University and what was being taught in schools and settings, and was this evident to all?
- How was the curriculum sequenced and were there clear connections across elements?
- Was the curriculum consistent, but flexible enough for all phases and subjects
- What were the issues (even if minor) for increases in withdrawals and deferrals?

OUR BELIEFS

We believe that.....

All children deserve the very best teacher”

Education plays a key role in promoting social justice and reducing inequalities

Well qualified and highly skilled teachers make a difference to the lives and futures of the children and young people they teach

OUR PRINCIPLES – the '4 Cs'

- *Fundamental to our social justice agenda*
- *Define our academic and professional ITE programmes*

Creativity

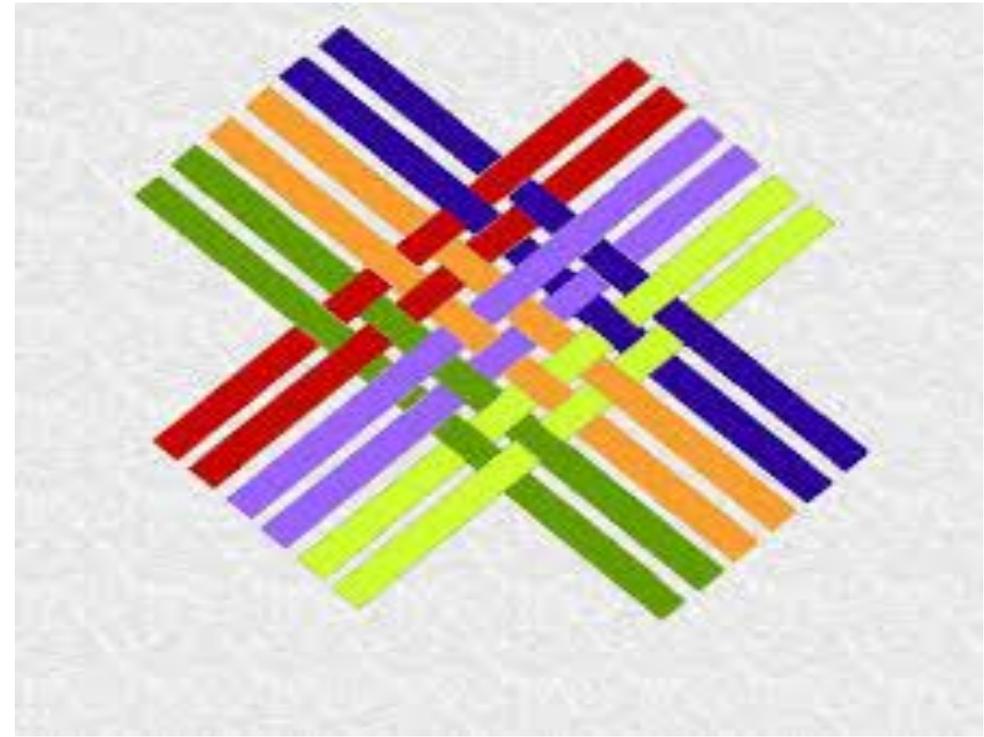
Critical thinking

Collaboration

Care



**Concept of a
'woven mat'**



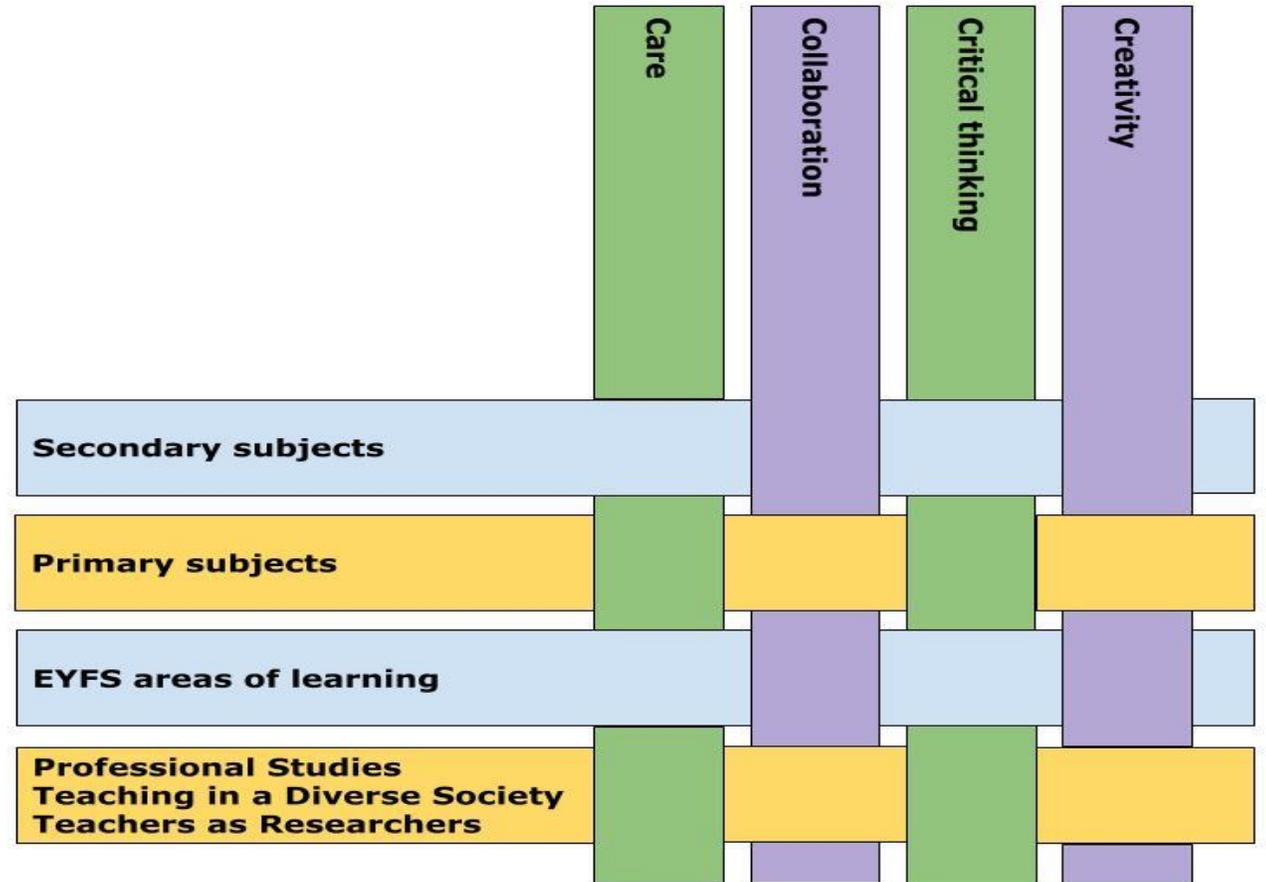
Te Whariki : A curriculum informed by a clear set of principles: empowerment, holistic development, family and community, relationships, and with the aim of addressing inequalities

Our Curriculum

Interwoven threads.....

Vertical threads - our principles

Horizontal threads – our subjects and strands



Our curriculum is.....

- Ambitious and rigorous
- Informed by research, historical and current debates and practices
- Modelled and delivered by informed and expert educators
- Delivered through appropriate and flexible modes of teaching that are subject and phase appropriate
- Carefully sequenced and connected across school- and centre- based learning environments
- Clear expectations and outcomes overall and for each of the four phases (teaching and learning)
- Defined by clear and effective support and mentoring that takes account of BSTs' progress, needs and differences

We debated, justified, rehearsed, evidenced, etc. each of these statements overall and for each subject and phase

Still a work in progress.....

- Piloted with BSU Staff, BSTs and selected Partnership HTs and staff – now to consult full partnership
- Reviewing QA across all provision
- More opportunities for shared practice and staff development across all programmes, schools and phases
- Working with data designer to ensure we are collecting and analysing the ‘right’ data
- Developing new questionnaires for BST and school partners
- Redesigning marketing materials to make sure they truly reflect our provision

And keeping a close eye on National developments too.....

The curriculum will be at the heart of the new framework



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- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'

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