**UCET CPD Forum Notes: 12 November 2019**

Minutes & matters arising

* Following Trevor Mutton’s election as UCET Vice-Chair, Tanya Ovenden-Hope was elected to fill the vacant Executive Committee place vacated by Trevor. Jo McIntyre from Nottingham was also c-opted onto the Executive Committee.

UCET updates

JNR was unable to attend due to a family bereavement, so JM provided an update on non-CPD related issues, including:

* the development of the new UCET strategy;
* the new OFSTED ITE inspection framework;
* the previous week’s UCET conference;
* replacement of skills tests;
* the new ITE Content Framework
* developments in Wales, Scotland and Northern Ireland.

Morning symposia

*(a): Feedback from morning meeting*

DL gave a report of the morning’s meeting which was led by Richard Gill, Chair of the TSC.

*(b): Topics for future symposia*

1. As a follow up from this morning’s meeting to invite representative from the new Teaching school Hubs to talk about their vision and how UCET can support that

2. The ECF – how HEI’s can get involved, next steps etc

Context for education departments in broader HEIs, and institutional updates & horizon scanning

DL gave a short PowerPoint presentation (slides circulated & on website) outlining some of the internal challenges facing ITE departments within University’s. This was followed by table discussion looking at challenges and solutions.

Main challenges/threats highlighted included

* Workload & workload models
* The appropriateness of metrics used to judge success
* Pay structures and attracting the right staff
* Divisive nature of the political rhetoric (pitching HEIs against schools)
* Internal bureaucracy & processes
* Sustainability/viability (esp of staffing base) if subject doesn’t recruit

Building research informed teacher education communities

To note the final version of the paper which was published during the summer, preceded by an article in the Chartered College’s Impact journal. It was also the subject of a paper given by Linda La-Velle, JNR and Sarah Younie at the ICET conference in South Africa.

UCETNI report into professional learning frameworks for teachers

The Department for Education in Northern Ireland commissioned UCETNI to carry out some research into different models of professional learning for teachers and other professionals to help inform the development and implementation of its leadership strategy. Funding of £20,000 was passed through UCET to support the research carried out by colleagues from Ulster University (a parallel research project, also funded through UCETNI, looked at the digital skills of primary school teachers). The report was shared with DfE in England, who referenced it in some key internal policy documents.

National Professional Qualifications

Forum members were reminded that the DfE are in the process of identifying a suite of NPQs for serving teachers. Details of coverage should be announced by the end of the year, with the first likely to be for teacher educators/mentors. There should be scope for the HE sector to be involved in the delivery of the NPQs, potentially linking them to master’s level credits.

Early career framework

*(a): Results of tendering for pilot phase*

The DfE announced on 11 October that Ambition Institute, the Education Development Trust, Teach First and UCL Institute of Education (IOE) have been appointed to produce a range of fully funded materials and training programmes that will offer best practice in delivering support to early career teachers against each area of the Early Career Framework in the pilot areas (including North East, Manchester, Bolton & Doncaster) from September 2020. They will produce and deliver programmes working with a range of regional partners. The Education Development Trust contact is in close partnership with Sheffield Hallam University, while UCL will be working in partnership with Manchester Metropolitan and Newcastle universities. It is understood that 11 bids were received. The National roll-out will commence in September 2020 with public investment of some £130 million, a proportion of which will hopefully find its way into the HE sector.

*(b): ITE content framework*

The new ITE content framework was published, much earlier than had been planned, on 1 November. It will be mandatory from September 2020. UCET (in conjunction with NASBTT) will be organising events to help providers plan for implementation, the first of these will be on Fri 6th December at Mary Summer House. Booking details will be sent out later this week. It is envisaged that, although some programme changes may be necessary, it should be possible in many cases to change the ways in which some things are done rather than require more to be done. It can be used, as some have suggested, as a lens through which to review provision. It should not be used as an assessment tool, but as a minimum entitlement for student teachers, who will continue to be assessed against the teacher standards. Not everything that should be included in ITE is covered.

The framework is not in any way endorsed by UCET. But UCT has through its membership of the review group sought to ensure that it is: a framework rather than a curriculum; flexible and adaptable; recognises and the academic base of teacher education. We are also seeking to ensure a measured and pragmatic approach to ensuring compliance by OfSTED.

Legal & ethical responsibility for postgraduate research

Alison Fox from the OU asked advice from the members as to how they ensure ITE research projects are given ethical approval. Members shared approaches from their own institutions

Apprenticeship issues

Attendees were asked about their involvement in the leadership routes. Nobody at forum said they were involved although some said they were involved with ITT route. It was also noted that as long as they were a registered apprenticeship provider they could offer any apprenticeship even though they had not developed it.

Chartered College

The Chartered College of Teaching are looking for about 10 providers, which can include HEIs, to deliver its Chartered training programme. The deadline for tenders is 25 November. The link to further details has been included with meeting papers.

Intellectual base of teacher education group (IBTE)

The IBTE group has met several times over the course of the year under the chair-ship of Trevor Mutton. A key outcome so far has been the identification of a set of values and principles which it is thought should underpin high quality teacher education. These values and principles will also help to inform the development of a new UCET strategy, and will be used as a reference point for UCET when responding to public consultations, inputting into policy discussions and taking policy positions. A recent paper setting identifying key values & principles, the distinct contributions of HEIs and key features if effective teaching have been included with meeting papers. If any member would like to offer comments/suggestions etc they are welcome to do so via email to either JM or JNR

International issues

*(a): Feedback from forum members about international activities*

Nothing was discussed

*(b): 2019 ICET conference report*

To note and discuss JNR’s report of the 2019 ICET conference in South Africa, and to note that the July 2020 event will be held at Bath Spa University.

Items for information

To note the summer 2019 UCET newsletter.

AOB

None

Date of next meeting: 11 February 2020.