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*Promoting Quality in Teacher Education*

**Note of the UCET Executive Committee meeting, held on 8th December 2020 at 10:30 am -12:30 pm.**

**Virtual Online Meeting**

Attendance:

Pat Black; Clare Brooks; Hazel Bryan; Sean Cavan; Max Fincher; Spencer Hennessey; Des Hewitt; Emma Hollis; Vini Lander; David Littlefair; Rachel Lofthouse; Kevin Mattinson (Chair); Jo McIntyre; Jackie Moses; Trevor Mutton; James Noble-Rogers; Tanya Ovenden-Hope; Cat Scutt; Paul Vare; Matt Varley; Roger Woods; Jenny Wynn.

Apologies:

Jake Capper; Karen McGrath; Roisin McPhilemy; Margaret Mulholland; Elaine Sharpling.

1. Declarations of interest

None.

1. Minutes & matters arising (enc.)
* A typo under 8b ‘CEF’ should be ECF – **MF to correct.**
* JNR noted the new co-opted members and welcomed.
1. UCET updates
* JNR noted that this year’s on-line annual conference was a success and thanked Andy Goff (ONVU Learning) and UCET staff for their help.
* There will be a virtual Executive Away Day on 21 January 2021.

4.       Research issues:

a.       Impact of Covid 19 survey results

* Time for research has reduced significantly due to ITE staff focus on teaching and administration.
* An important development has been the development of an inequality of research opportunities and career progression, particularly for women staff.
* VL is drafting a document on the impact of the pandemic on learning and inequalities from learners’/trainees’ perspectives, with a focus on race. A cross-for a group that looks at inequalities within the TE sector was proposed, and the EC agreed to it being established. **JNR to ask for volunteers.**

b.      Correspondence with UUK (enc.)

* This was noted for information.

5.       CPD issues:

a.       Report from CPD sub-group (enc.)

* PV apologized for the late circulation of the document and noted it is still subject to further change.
* Early CPD is a narrow cocktail of subject knowledge and behavior management; CPD should not be considered as linear, but holistic.
* PV asked if colleagues could comment by 18th December on the draft.

b.      ECF tender information (enc.)

* There is concern about what schools need to be ready for and need to know when the full ECF scheme is rolled out nationally.
* SC happy to share information from the pilot briefing sessions that have taken place so far with School Direct partners.
* The question was raised of how many teachers without qualifications in the subjects they teach are in the system.
* The notion of ‘delivery partner’ in the ECF is problematic – the term does not reflect the ethos of what ITE is in the University sector, and there appears to be a movement towards making universities irrelevant.
* UCET needs to reiterate its approach using the IBTE statement and the new CPD paper.

c. ECF pilot evaluation (Caroline Daly)

* CD provided a summary overview of the report.

To note:

* The evaluation was cut short by Covid in February and UCL, IoE continued to collect information again in May 2020.
* 98 schools were consulted, divided between Ambition and CCT school partners, (Primary and Secondary).
* There was a good corpus of online material available would could be re-purposed is schools were closed and mentor/mentee relationships were able to continue online.
* There are 3 levels of reporting in the report:
	+ 1. national policy level – what is it like to do it?
		2. school level – how the local/internal circumstances of schools affect the delivery of the ECF
		3. mentor/mentee – what is it like for this dynamic?

National Policy Level:

* There is insufficient support for established teachers mentoring new teachers generally in terms of time and resources.
* There is a lack of funding, despite the recent announcement of £22m. Schools are subsidizing mentoring out of their own pockets and time, with some deputy heads using their own time.

School Level:

* Schools need to have more flexibility over the material
* There needs to be accountability about what happens to NQTs
* There is an underestimation of the existing knowledge-base of NQTs – some felt patronized.
* Some schools wished to adapt materials/programmes/models to their own local and individual circumstances (one example being EAL in the classroom) and were not able to.

Mentor/Mentees:

* The ECF needs to be more aware that this is a transitional phase for NQTs.
* Individual needs and the context of individual schools needs to be considered much more in the ECF programme.
* Time constraints were an issue for mentors.
* UCL, IoE will be publishing 3 briefing papers from Jan 2021, which look at instructional coaching frameworks
* It was reiterated the ECF is problematic because there is a constellation of systems for ITE and mentoring, and a one-size fits all approach tries to square a circle.

d.       NPQs (enc.)

* It was noted that schools lose the apprenticeship levy if they do not use all of the funding within 2-years.
* The SfA rules are limiting – 20% time off the job is challenging for most schools.
* It was also noted that the scope to deliver M level through NPQs might be prblematic.

6.       Report back from consultative group meeting

* KM thanked JNR, TM, JMcI, JM and SC who were at the meeting and praised UCET’s open blue-sky approach to policy.
* A paper for discussion is in progress and JNR agreed to volunteers adding to it.

7.       Initial Teacher Education:

a.       Market review

* This will be UCET’s number one priority in 2021. A range of possible UCET responses were being developed , depending on emerging findings.
* JNR and EH both issued blogs in *SchoolsWeek* as rejoinders to what is a concerning development.
* UCET members will be kept full informed. The support of other organisations would also be sought.
	1. Home for Christmas
* The position is now, finally, clearer.
* KM thanked JNR and other colleagues for pressing for clarity.
	1. SKE and bursary funding (enc.)
* The reduction to bursaries is short-term thinking given underlying teacher supply issues facing the country.
* Funding announcements were expected at any time.
	1. Recruitment
* There was a 23% increase in recruitment in 2020/21, although this would increase once those recruited through te new Apply system are factored in.
* The ‘PE with…’ option will continue into 2021/22.
	1. New Apply system (enc.)
* Despite concerns about applications being transferred from UCAS to DfE, the new system appeared to be working well and might lead to a better quality of data being available.
	1. Placement issues
* Some institutions are still not able to place students.

8. Apprenticeship update (Sean Cavan)

* The meeting did not take place so there was nothing to report.

9.       Updates from Wales & Northern Ireland

* JNR summarized recent developments.

10.    December UCET newsletter (enc.)

* For information.

11. Any other business

* None.

12.     Date of next meeting: 10 a.m. 5 January 2021 (followed by: Exec/DfE/OfSTED)