

A Registered Charity (No 275082)

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*Promoting Quality in Teacher Education*

**UCET Teacher Education Consultative Group**

**11am on Thursday 24 September 2020 (via Zoom)**

**Meeting Notes**

1. **Welcome & introductions**

Kevin Mattinson (KM) – Chair UCET

Sean Cavan (SC) – Sheffield Hallam University

Gillian Wiles (GW) – Deputy CEO - Delta Academy Trust

Martin Hagan (MH) – St Mary’s University, Belfast

Andy Connell (AC) – Chair - Council for Subject Associations

Richard Gill (RG) – Chair Teaching Schools Council

Patricia Eaton (PE) – Stranmillis University

Jo McIntyre (JMcI) - Nottingham University, Chair Russell ITE Network

Des Hewitt (DH) – Warwick University

Reuben Moore (RM) – Teach First

Matt Varley (MV) - Nottingham Trent University

Sara Ford (SF) – Association of School & College Leaders

Pat Black (PB) - Bath Spa University

Trevor Mutton (TM) Oxford University

Jenny Wynn (JW) - Bishop Grosseteste University

Hazel Bryan (HB) – Huddersfield University

Emma Hollis (EH) – NASBTT

Darren Northcott (DN) – NASUWT?

James Noble-Rogers (JNR) - UCET

Jackie Moses (JM) - UCET

**Introduction**

JNR – This started about 2 yrs ago with discussion around the intellectual basis of teacher education. A group was established, and a paper produced (incl with meeting papers). The paper focused on a whole view of teacher education and was intended to be used by the whole sector. This work will guide UCET policy over next 5 years. A further paper is imminent which is focusing on CPD.

The main purpose of today is to develop this further and to start discussion on what teacher education would /should look like in an ideal world.

1. **Terms of reference**

These were shared and explained.

***Amendment*** – Initial meeting in December 2020 as planned September date had to be postponed

1. **Discussion:**

*If we were starting from scratch in a neutral financial and policy environment, what would the content, structure and organisation of ITE and CPD look like?*

**MH** – shared NI approaches and routes to ITE. The challenge is the link between ITE and CPD – latter is lack of coherence. ITE has been very strong in terms of recruitment & retention. Work on a competence framework is currently being undertaken and the core of this is teacher values, key areas of teachers’ work, leading learning, ethos & teachers’’ work. NI has a lot more flexibility for individual providers to develop their own programmes

**RM** – link between ITE and CPD in England is equally as challenging as in NI. ECF is one attempt to try and marry these. Neither ECF or CCF cover all that teachers need to know. The importance of criticality is central so teacher can understand and work within the environments they are entering. Reflection & critical space linked to marrying this with practice is important and should be mutually reinforcing, perhaps at time one takes precedent and importance over other.

**HB** – we have learnt a lot in recent months, including digital skills but also how these have impacted both positively and negatively (e.g. digital poverty)

**KM** – we have we lost the notion of progression and measurement of this – in a comparative or absolute manner. This brings into question the relevance of the current teacher standards.

**SC** – we need to look at far more how the recent emphasis on digital learning has and will continue to impact ITE across the UK

**RG** – what do we hope to achieve by end of discussion – will a paper come from this. Important that this is identified so the discussion is not lost. **JNR** responded – this is an important point, hopefully discussion will influence how UCET (& wider sector responds to ITE programmes going forward. We would also like this to influence policy and thinking at national level.

**MV** - asked who we are including in discussion (who/what is in scope, e.g. routes into teaching, type of programmes, relationship with heads of providers (e.g. VCs). **KM**  responded that all are in scope as important to move from the current reactive relationship with DfE and policy makers to one that is more proactive and shaping it moving forward.

**RM** (in chat) – asks is it about producing a further paper that build on the IBTE document – looking at the content, structure and organisation of ITE and CPD

**PE** – the nature of partnerships with schools is critical to this – how this is organised across and within the regions and how this links to the new role of the teaching school hubs (across the whole UK)

**TM** – do we need to look at what sort of teachers we need/would like to have – is there any commonality?

**PB** – what do we want from an education system, how does this address inequalities in our regions?

**SF** – in England we do have system issues but hopefully these are starting to be looked at. Whilst starting with a blank piece of paper we perhaps need to look at the evidence base for a lot of our assumptions/processes - this need exploring.

Other concerns – how do we address arears of disadvantage in relation to CPD. Also we need to look at the effectiveness of CPD, especially in relation to the pupils and impact on learning.

**KM** – feels a number of stands coming out from this

What is an effective teacher? – question posed in chat & responses below

* Research informed professional who ensures all pupil thrive and teachers supported to develop long term in the profession **(RM)**
* Don’t want teachers with same skills and characteristics - need to keep professionalism and values in focus. Need teachers who can be critical, flexible and contribute to changing profession and works for a long time ahead. (not just deliver on a government political driven agenda without question (**PE**)
* Providing the opportunity for critical thinking by allowing courses to explore as many possible approaches and contexts and the research around these. There isn’t a tick list **(JW)**
* Effective beginner teacher is one able to contribute meaningful to the lives of the pupils, their schools, communities and wider society and to continue to do so throughout their careers (drawing on 4 dimension if IBTE) to become confident leaders with a commitment to education for the public good, nee to understand the barriers and enabling factors to achieving this **(JMcI)**
* Transformative principle and research-based approach to educating new & existing professionals which recognizes common but sometimes problematic aspects of education, training, school improvement and prof development **(DH)**
* An outward looking, global educator whose work is informed by values by critical understanding of pedagogy and issues of social justice **(HB)**
* Intellectual leaders in society who are committed to affective positive change in lives of children, families and communities **(MH)**
* Someone who has been taught and has developed through training a deep knowledge base around values and learning and then allows them to apply intuition in the classroom and embrace interdependence (**GW)**
* Inspirational, aspirational, critical, reflective, innovative, empathetic, confident in agency (**MV)**
* Professional caring intellectual curious critical world and local citizens, but who defines professionalism and who curates the research?) values **(AC)**

**JMcI** – It is important to look up & consider what are education our goals for society? e.g. in reaction to social justice, equality etc – evidence elsewhere e.g. New Zealand (Gordon Kirk had written a bit on this and could be shared)

**EH** – We are already on a precipice of significant change, development of partnerships and collaboration with key organisations. Should we be considering slowing down the pace of change?

**KM** – We need to review/consider our relationships going forward with other key players e.g. teaching schools, regional school commissioners & university and school sector

**RG** – what do mean by ‘radical’ how much do we want/need to change? What is a ‘radical change’. Maybe we just need a few likeminded people together to consider this - no harm in dreaming – good starting point.

**JMcI** – We need to identify what the problems are and what these changes need to address.

**MH** – maybe a starting point is changing the language – training to education for example. There has been a lot of discussion around partnership – what does this mean. What is meant by collaboration?

**RM** (in chat) asks would defining the optimal partnership structure be a good way forward? If we could get this on paper this would provide a basis for us to move onto implications for structures and systems

**AC** (in chat) education partnership is a social good/need.

**SF** (in chat) We also need to consider the capacity issues, and these are often more prevalent in the most disadvantaged areas …. Capacity will impact on quality and that is the tension

**RM** (building on **HB** point) – co construction and reciprocity would be two great points to begin a paper. What are the essential building blocks to partnership?

**EH** – outlined an approach that could work within the current systems which outwardly may look like radical change but may not necessarily be so as could work within current structures

**RG** – co construction & reciprocity – all agree sit at heart of partnership working. Does this apply nationally – gave example of Birmingham and outlined the multiplicity of partnership as schools working across a number of providers. Size & shape of the market is being considered (**DH)** and currently can be confusing for the applicant

**DN** (in chat) referenced the Donaldson review in Scotland and seems to reflect many of the views expressed (reference https://dera.ioe.ac.uk/2178/7/0110852\_Redacted.pdf)

We could also look at the system in the Netherlands as this has many strengths.

**TM -**  partnership is a key concept, and that too often is focussed on the administrative arrangements of partnership (and partnership structures) rather than thinking about the pedagogy of partnerships, i.e. the way in which the curriculum itself is enacted through collaborative arrangements that have to take account of the relationship between theoretical and practical understandings and the way in which these are integrated through the programme across both settings.

**SC** – spoke to a partnership model that had been developed at SHU and he will email to **JNR** so it can be shared

**KM** – if we think partnership is the common theme is this the starting point?

**MV** – Made reference to David Hargreaves work on building collaborative communities……. may be good to look at this, assess where we are now and where we need to move to.

1. **Future work/need for future meetings**

Produce a paper on partnership (including ITE & CPD) for further discussion. **JNR** to look at this with a small subgroup from this meeting. Rueben happy to be part of this

Invite volunteers to come forward when notes of meeting are circulated

1. **Any other business**

None

**JM03.1 2.20**