

## UCET SUMMER 2021 NEWSLETTER

The key focus of UCET since the publication of the Easter newsletter has of course been the ongoing DfE **review of the ITE Market**, something which continues to be a threat to the whole teacher education sector, to teacher supply and to the engagement of schools in teacher education. The UCET Teach Best campaign <https://www.teachbest.education/> continues, and we are grateful to colleagues who have contributed to it through the submission of case-studies, by writing to MPs and the Secretary of State, and by mobilising political contacts and other influencers. UCET has been continuing to have regular meetings, both formal and informal, with DfE and others. We have met with Vice Chancellors from several universities and spoken at events. We have had meetings with a range of organisations and individuals, including Shadow Education Secretary Kate Green, ASCL, Dame Alison Peacock and members of the Education Select Committee. We have been contributing to the work of the All Party Parliamentary Group on the teaching professions SIG on the Market Review and have had regular meetings with Lord Jim Knight and other SIG group members. We have participated in several of the DfE's sector engagement events which were, in part, held because of pressure brought to bear by UCET and others. The latest announcement on the Market Review and other teacher development policies can be found at: <https://www.gov.uk/government/publications/reforms-to-teacher-development>

The Government has committed to carrying out a short (maybe four weeks) consultation during the summer. The timing is of course unhelpful. We expect this to be announced around mid-July. It is essential that we all work together and make sure that our views are heard. Representations from academy chains, teaching school hubs and others about the potential burdens they would face because of any new expectation in respect of programme structures and delivery will be extremely helpful. It is important that as many people as possible respond to the consultation, and engage in other lobbying activities. Key questions we may need to ask include:

- What criteria will be used to select accredited providers?
- What implications would any reduction in the number of providers have for:
  - The choice of prospective students about where to train?
  - The choice of partner schools about the types of partnership they engage with?
  - The number of people applying for ITE
- Will the relationship between accredited providers and delivery partners be contractual or based on genuine partnership? If contractual, how will flexibility, shared decision-taking and responsiveness be ensured?

- What are the resource implications of the proposals, for schools, government and ITE providers?
- What scope will the reforms allow for ITE programmes to be able to develop thinking professionals able to critique and question prevailing orthodoxies and interpret, apply and contextualise relevant research?
- To what extent will it be possible to contextualise ITE curricula to meet the needs of particular student teachers, schools and local communities?

Another challenge, albeit quite possibly linked, has come from **OfSTED** and the publication of a report on the research visits it made to ITE providers in late 2020 and early 2021, details of which can be found at:

<https://www.gov.uk/government/publications/teaching-teachers-during-covid-19/teaching-teachers-during-covid-19>

The tone of the report bears little relation to the way in which the research visits were originally conducted or to the feedback given at the time, although it does at least acknowledge the valuable work of the sector in supporting schools through the pandemic. But some of the points made could have been written with the emerging findings of the Market Review in mind. UCET responded to the report on Twitter and in *TES* <https://www.tes.com/news/teacher-training-trainers-not-ambitious-enough-ofsted-finds> NASBTT also issued a powerful response which can be found at:

<https://www.nasbtt.org.uk/wp-content/uploads/2021/05/Teaching-Teachers-during-COVID-19-statement-May-2021.pdf>

OfSTED began its inspections of ITE under the new framework in May, and early reports suggest that these have been adversarial and challenging. It would be helpful to know from any colleagues who receive the OfSTED call and to receive feedback from the inspections as soon as that is allowed. Key areas being looked at appear to include: CCF implementation (notwithstanding that this is supposed to be a transition year); alignment between ITE curricula and the experience of student teachers in school (which appears to be theme emerging from the Market Review); and the importance of not assessing students directly against the Teacher Standards until the end of ITE programmes.

As reported in the last newsletter, details of the new **Teaching Schools Hubs** have been announced <https://www.gov.uk/guidance/teaching-school-hubs> It is important that UCET members engage as far as possible with the new hubs, and with academy chains. UCET advice on this can be found at: <https://www.ucet.ac.uk/13147/mats-and-teaching-school-hubs-briefing-note>

The sector is of course still engaging with the impact of **Covid** on ITE provision. DfE has confirmed that providers should work on the basis that relaxations made to the ITE criteria will not apply next year, and that the pre-Covid criteria will apply for 2021/22. Course extension funding is available for students who, because of Covid, did not get the experiences in 2020/21 to allow them to demonstrate that they meet the requirements for the recommendation of QTS. Details can be found at:

<https://www.gov.uk/government/publications/funding-itt-coronavirus-covid-19-course-extensions-2019-to-2020/coronavirus-covid-19-itt-course-extensions-funding-manual-academic-year-202021>

UCET's **Equalities** Sub-Group has been meeting to discuss the range of issues concerned with equality and diversity in relation to recruitment to, and delivery of, teacher education. Please keep an eye out for further news about the group. UCET was proud to contribute to the work of Diverse Educators and its letter to the Secretary of State which can be found at: <https://www.ucet.ac.uk/13093/diverse-educators-dear-secretary-of-state> . We were also delighted to contribute to the work of the Attachment Research Community and its call to action to support recovery and build resilience for all members of the school community, especially the most vulnerable, in order to improve performance, mental health and narrow achievement gaps <https://www.ucet.ac.uk/12992/attachment-research-community-attachment-and-trauma-awareness-teaching-learning-and-emotional-wellbeing-in-schools>

DfE held a webinar on the **Early Career Framework** for UCET and NASBTT members on 28 April, which resulted in a formal letter from UCET to DfE which can be found at: <https://www.ucet.ac.uk/13154/letter-from-ucet-cpd-forum-to-dfe-on-ecf>

In the meantime, a copy of the UCET Effective CPD paper - <https://www.ucet.ac.uk/12611/ucet-paper-on-effective-continuing-professional-development-jan-2021> continues to attract positive reviews.

UCET attended a number of meetings to discuss DfE proposals relating to a new **iQTS** qualification for teachers undertaking ITE in other countries and submitted a formal response to the consultation proposals (which, rather ironically championed the excellent quality of ITE that we have in this country) and which can be found at: <https://www.ucet.ac.uk/13150/iqts-consultation-response>

The new DfE **Apply** system will come fully on stream from the start of the 2021/22 recruitment round and from then on all applications to postgraduate QTS programmes will be made through Apply. UCET will monitor the new system and support members as required.

On the **Post 16** front, a newly configured stakeholder group, which includes representation from UCET, has been revising the standards for the FE Teacher apprenticeship, and these standards will subsequently be reflected in all publicly fundable DET and related qualifications. Unfortunately, it seems as if the DET will no longer be embedded within the teaching apprenticeship. We were pleased to again welcome colleagues from DfE and the ETF to recent Post 16 forum meetings.

In **Northern Ireland and Wales**, the task groups comprising representatives of government, regulatory authorities, ITE providers and UCET convened to discuss Covid related issues. They will continue to meet to consider a broader range of issues in the spirit of partnership that developed during the pandemic. A special meeting of USCET will be held on 13 July. In **Scotland**, Jackie Moses has been attending meetings of the Scottish Deans of Education, where the implications of Covid continue to be the focus of much discussion.

The end of this term will see some changes to **UCET office holders**. Lynn Senior will take over from Karen McGrath as Chair of Post 16 forum and Joanne Park will take Lynn's place as Vice Chair. Stefanie Sullivan will become Chair of Management Forum in place of Matt Varley, and Claire Ball-Smith will become the new Vice Chair. James Nelson will be the new UCET NI Vice-chair, taking over from Anne Heaslett. We are very grateful to Karen, Matt and Anne for their service to UCET and to teacher education.

This year's on-line **UCET conference** will take place on 2-3 November. Registration is open at <https://www.ucet.ac.uk/conference> At just £50 per day the conference

represents excellent value for money. Plenary sessions will include Rachel Lofthouse leading a panel discussion of leading teacher educators to discuss the trials and tribulations of being involved in teacher education for collectively 30 years; Jack Worth from NFER on ITE recruitment & retention; Ian Thompson & Harry Daniels from Oxford; Leigh Hoath from Leeds Trinity; and Sarah Steadman from King's.

We hope you all have a good summer. But don't forget to engage with the Market Review consultation!

All best wishes.

UCET  
June 2021