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*Promoting Quality in Teacher Education*

**Note of the meeting of the UCET CPD forum held on-line at 1.00 pm on Tuesday 9 November 2021**

Welcome, introductions and minutes of the previous meeting

Colleagues were welcomed to the first meeting of the academic year. The note of the meeting held on 11 June 2021 was agreed. There were no matters arising that were not included elsewhere on the agenda.

Discussion

A range of issues was discussed, including:

* An update from JNR on non-CPD related issues, including: hostile and apparently agenda-driven OfSTED inspections of ITE; the lack of evidence to support the conclusions in the May 2021 OfSTED ITE ‘research’ report; the DfE’s response to the iQTS consultation; and the development of a new teaching qualification for the FE and skills sector.
* An update on the DfE review of the ITE Market, further details of which were expected to be published before the end of the calendar year.
* A report of that morning’s symposium on the contribution of teacher education to higher-education institutions and the results of the recent UCET CPD sub-group survey. Key themes emerging from the work of the group included: (i) the mixed identity of teacher educators, many of who are recruited from senior positions within schools into new HE environments and do not always have the support provided to academics in other disciplines; (ii) the role of education departments and staff in local communities and with schools and pupils in schools; (iv) the inapplicability of many standard HE metrics (e.g. research profiles, doctoral students) to teacher education, and the failure of HEIs to recognise teacher education specific metrics such as OfSTED inspection results (although teacher education could contribute to TEF metrics); and (iv) the possible diminution of HEI influence over teacher education, and its high cost, and the impact this might have on the attitude of senior HEI staff. It was agreed that the link to the survey would be recirculated[[1]](#footnote-1) for completion by the end of the year, and that consideration would be given to producing case-studies demonstrating the contribution that teacher education can, and does, make to the work of HEIs. It was agreed that the topic for the next symposium would be on mentoring, including the implications of the Market Review and the ECF.
* Working with Teaching School Hubs, where the level of engagement with hubs on CPD varied from provider to provider. A number of TSHs were reported to be concerned about DfE constraints on the activities they were allowed to undertake, and the scope to support schools (e.g. in relation to school to school support and vulnerable pupils) was discussed. The capacity of some TSHs to deliver everything that was being expected of them was also an issue, as were tensions between some hubs and schools that had previously been designated as teaching schools. The potential benefits of having strong partnerships with TSHs in the context of a possible accreditation process for QTS provision was noted.
* It was agreed that a sub-group should be established to draft, by the end of the year, a follow-up paper to the earlier ‘Effective CPD paper that would cover, amongst other things, gaps on what is covered through the ECF and NPQs, including: contextualization; sustainability; bespoke and focused CPD (e.g. for dyslexia, autism, ethics & empathy).
* DfE’s commitment, in the context of COP26, to provide access to high quality training and support for teachers and to establish a user-group of sector representatives to help take the work forward. It was agreed that the Chair would draft an email to DfE offering UCET support.
* Updates from member organisations, where an increase in recruitment to master’s programmes, and an uptake in international CPD activities, was reported by some. Direct involvement in NPQs and the ECF was however limited, and in some cases declining.

Items for information

The Summer UCET newsletter was noted for information.

Any other business

None.

Future meetings

The next meeting would take lace on-line on Tuesday 22 February 2022. The subsequent meeting would take place face to face in London.

1. [https://dundee.onlinesurveys.ac.uk/an-exploration-of-the-contribution-that-teacher-education](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdundee.onlinesurveys.ac.uk%2Fan-exploration-of-the-contribution-that-teacher-education&data=04%7C01%7Cd.littlefair%40northumbria.ac.uk%7C3e207dae627b4fd845aa08d9178f2249%7Ce757cfdd1f354457af8f7c9c6b1437e3%7C0%7C0%7C637566725801139196%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2FxaWrBkPu%2FXYvqivANtBNIdK3ID5m8uSQtCGCloPd9k%3D&reserved=0) [↑](#footnote-ref-1)