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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 22 February 2022**

Welcome, introductions and minutes of the previous meeting

Colleagues were welcomed to the second meeting of the academic year. The note of the meeting held on 9 November 2021 was agreed. On matters arising, Paul Vare reported that he had attended on behalf of UCET, a meeting of the DfE sustainability and climate change sub-group. Although the discussions were well organised, it was disappointing to note that a subsequent questionnaire had been very generic with only closed questions.

Discussion

A range of issues was discussed, including:

* An update from JNR on non-CPD related issues, covering: latest developments in respect of the ITE Market Review; the resumption in January of OfSTED ITE inspections; the development of a new teaching qualification for the FE and skills sector; the announcement of providers selected to deliver iQTS pilots from September 2022; and developments in Northern Ireland and Wales.
* Feedback from that morning’s symposium on ‘*mentor support in the content of the ITE Market Review and the CCF’*, which had been led by Chris Rolph, Amanda Brougham and Lizana Oberholzer. Key issues discussed had included: how mentors were trained and developed; the opportunities given to mentors to work with colleagues and to problem solve; the development of reflective practice skills; giving mentors opportunities to teach university programmes and to secure associate fellowships; the linking of mentor training to master’s level credits (although not all schools waned this, especially if mentors already had master’s level qualifications); the use of the teaching standards in the formative assessment of mentors; the translation of theory into practice; the use of on-line platforms; and the development of pathways for ongoing professional development. It was agreed that the topic for the next morning symposium would be the implications of the accreditation of QTS programmes for CPD.
* The establishment of a teacher professional development SIG of the APPG on the teaching profession, which had met once and would contribute to knowledge exchange inside and outside parliament, identify best practice, develop case-studies & other resources and identify gaps in what is covered through the ECF and NPQs (e.g. leadership development, SEND and inclusive practice). The next meeting would take place in March. Anyone interested in joining the group should contact: l.oberholzer@wlv.ac.uk.
* The discussion paper on the new UCET Effective CPD paper, which identifies both positive and negative aspects of the ECF and NPQs as well as key gaps and issues about coverage and delivery. Key points made during the discussion included: the repetition in the ECF of ground already covered during ITE; the lack of scope to contextualise the ECF and NPQs to reflect particular needs and circumstances; the importance of CPD programmes enabling teachers to become research literate; the failure to embed sustainability within the ECF and NPQs; the importance of embedding SEND in programmes and not as ‘bolt-ons’; workload issues for mentors and ECTs; over-prescription; the possible impact of the ECF on the participation of schools in ITE and their willingness to employ early career teachers; the absence of scope for genuine professional discussion; the failure to nurture and develop the professional identities and values of teachers; the tension between OfSTED expectations on the personalisation of teacher education and the inflexible nature of the ECF and NPQs; travel and geographical issues; the phase-specific nature of some programmes; the absence of references to linguistic diversity and an over-emphasis on SSP. On a positive note, it was felt that some schools might welcome top-down professional development under current circumstances, and providers had come together to develop common mentor training frameworks. Once approved by the UCET Executive the paper would be shared throughout the sector and with DfE, OfSTED and ECF delivery organisations.
* Recruitment to master’s level CPD programmes, where an increase in the recruitment of overseas students was noted. There appeared to be limited awards of M Level credits linked to the ECF and NPQs, although master’s credits had been awarded in response to reflective papers on teachers'’ experiences of ECF and NPQ training.

Items for information

The December UCET newsletter was noted for information.

Any other business

None.

Future meetings

The next meeting would take place on Tuesday 31 May 2022 at Friends Meeting House in London.