The contribution made by universities to teacher education, teacher supply and to local communities

Introduction

This paper:

- Identifies the principles that should underpin and inform teacher education.
- Calls for a flexible and adaptive approach to teacher education partnerships.
- Explains the essential contribution that universities make to the education and ongoing professional development of teachers, pupil learning, teacher supply and the well-being of local communities.
- Identifies measures that will help to address the country's teacher supply crisis and make sure that schools and colleges can recruit teachers who are competent and knowledgeable professionals, able to draw on a range of research and adapt their practice to different needs and contexts.

UCET believes that:

- National approaches to teacher education should be developed by relevant professionals from across the education sector, drawing on the principles outlined in UCET's Intellectual Base of Teacher Education (IBTE) report[1].

Our **Vision**

All teachers are confident, competent and independent professionals able to draw upon and contextualise a shared base of professional knowledge built on high quality research.

[1] https://www.ucet.ac.uk/11675/ibte-position-statement-updated-february-2020

- ITE partnerships should be structured in ways that reflect the circumstances of individual schools and colleges, allowing them to contribute in different ways and with different and flexible levels of engagement.
- National providers of ITE should complement rather than compete with established providers and should work collaboratively and in a way that does not undermine long-established and proven partnerships. A level playing field should be maintained for all ITE provision.
- The contribution that universities and their partners make to teacher education, teacher supply and community engagement should be nurtured and encouraged.
- The financial and regulatory constraints placed on ITE providers should be relaxed to help them to deliver sustainable, research-informed, and flexible teacher education that meets the needs of local communities, schools and colleges.
- The ITE criteria and Quality Requirements (e.g. in regards mentor training) should be relaxed to allow a tailored and flexible approach that reflects the circumstances of particular schools and allow all schools to contribute ITE.
- Funding should be available to allow anyone with the potential to be a great teacher to undertake and complete high quality ITE.



Our **Mission**

To advocate for and support high quality teacher education by supporting our membership and working in professional collaborations with other organisations, drawing on relevant research and acting in accordance with the principles we believe should underpin effective teacher education.

The principles of effective teacher education

Teaching is a challenging, complex, intellectual, ethical and professional endeavour and teacher education should reflect this. Programmes should draw upon a broad evidence and research base and equip teachers with the knowledge and skills they need to apply, interpret and contextualise research. The content and structure of courses should reflect a consensus of professional opinion[2]. Government – informed by a small number of favoured advisors – is not an appropriate body to prescribe the content and structure of teacher education programmes. Current requirements for initial teacher education (ITE) and early professional development should be

[2] https://www.bera.ac.uk/blog/the-teacher-education-content-framework-we-really-need

replaced by approaches agreed by professionals from across the education sector. Over-prescription constrains flexibility, hinders the contextualising of teacher education and places a ceiling on quality. It also makes it more difficult to develop teachers who are thinking and adaptive professionals able to exercise autonomy. Over-prescription can lead to teachers becoming disaffected and disengaged and, ultimately, leaving the profession.

UCET recommends:

- **Inviting a range of professionals from across the education sector to identify flexible approaches for ITE and CPD that will equip teachers to: be competent and confident professionals; epistemic agents; responsible professionals; and who are able to engage in inquiry-rich practice.**
- **Empowering teacher education providers to deliver programmes that meet the differing needs of their communities.**
- **Suspending the mandatory nature of the existing Quality Requirements, Core Content Framework for ITE, Early Career Framework for NQTs pending the development of new approaches.**

Teacher education partnerships

Partnership between universities, schools and colleges is at the heart of effective teacher education. Schools and colleges should be enabled to participate in ITE in ways that reflect their needs and circumstances and allow them to focus on their core activities of teaching pupils and students. Engagement should be at individual school and college level as well as with collectives such as academy chains and Teaching Schools Hubs. The most effective partnerships are dynamic, responsive, adaptable, and non-hierarchical. The benefits they offer go beyond teacher supply and ITE, for example by giving schools access to cutting edge research, the development of evidence informed practice; quality assurance, administrative support and CPD opportunities. Greater flexibility will increase the number

OUR MISSION

We will pursue our mission and make progress towards our vision by advocating for and supporting teacher education that equips teachers and educators in all sectors of education to be:

• competent and confident professionals who recognise and understand that educating is a professional, thoughtful and intellectual endeavour. They learn from research, direct experience, their peers and other sources of knowledge.

• epistemic agents, who act as independent thinkers, recognising that knowledge, policy and practice are contestable, provisional and contingent. As such, teachers search for theories and research that can underpin, challenge or illuminate their practice. They can analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.

• able to engage in inquiry-rich practice and have a predisposition to be continually intellectually curious about their work with the capacity to be innovative, creative and receptive to new ideas emerging from their individual or collaborative practitioner enquiries. • responsible professionals who embody high standards of professional ethics. They act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world.

of schools and colleges involved in teacher education and so help to maximise recruitment to the profession.

UCET recommends:

- That regulatory requirements should be flexible enough to allow schools and colleges to participate at several different levels, from equal partners in the design, development and delivery of ITE programmes to a supporting role in facilitating the supply of placements for student teachers.

We will achieve our mission by:

- Influencing and shaping, in collaboration with others, the development and implementation of teacher education policy across the UK and providing constructive criticism and evidence-informed challenge when required.
- Supporting UCET members, and those they work with, to design and provide teacher education programmes that have a positive impact on learners, in a way that is consistent with UCET's relevant research and providing networking opportunities.
- Defending and championing the position of universities as providers of teacher education and the strength contributed by the HE sector to the standing of teaching as a profession.
- Pro-actively monitoring the changing social, political and economic environment and helping our members plan and adapt appropriately.
- Supporting the ongoing development of a confident, dynamic and pro-active teacher education sector.
- Encouraging professional collaboration between universities, schools, colleges, early years settings and other organisations and supporting UCET members in their role as custodians of the intellectual capital of teacher education.
- Advising and enabling individual member institutions in the development and implementation of their own strategic aims and objectives.

The unique contribution universities make to teacher supply and teacher education

Universities supply schools with some 80% of the new teachers they need. Any further diminution of the role of universities in teacher education would risk even greater teacher shortages than those we currently face. As well as directly running high-quality undergraduate and postgraduate ITE programmes, universities also work in partnership to support programmes delivered by school-based providers and by schools themselves. University education departments are also involved in providing high-quality CPD[3] for serving teachers (often at master's degree and doctorate level), adding value to ECF, SENCO and NPQ qualifications and engaging in outreach work to encourage under-represented groups to engage in higher education and to support school and college improvement. Universities are at the heart of local communities and can act as hubs which support cooperation between schools, colleges, local businesses, voluntary sector bodies, teaching school hubs, local authorities, academy chains and other key groups and organisations.

The benefits of university involvement in ITE include:

- Educating new teachers in a research-rich environment informed by expertise from HEI subject departments and with access to the pastoral, library, ICT and other resources that universities offer.
- The ability to deliver ITE at scale, and to recruit directly from non-ITE undergraduate programmes at the same institution[4].
- Giving student teachers the opportunity to undertake centre-based training away from school and to share and reflect on their experiences with those working in contrasting schools.
- The awarding of master's level credits that can form the basis for further progression to full master's status.
- Engaging in outreach work to encourage more people into higher education and the teaching profession.
- Supporting school and college improvement.
- Acting as a hub to support cooperation across communities and between different groups and organisations,

[3] What are the key characteristics of CPD? – International Professional Development Association (ipda.org.uk)
[4] https://www.ucl.ac.uk/ioe/news/2021/apr/new-book-examines-high-quality-initial-teacher-education-scale

UCET recommends:

- **ITE providers should be empowered to act as knowledge brokers between wider university departments, schools and local communities.**
- **ITE providers who lost their accreditation through the Market Review exercise be given the opportunity to re-enter the ITE market.**
- **All teachers in publicly funded schools should have, or be working towards, Qualified Teacher Status (QTS).**
- **Government takes positive steps to nurture and encourage the involvement of universities in teacher education and ensure that all ITE programmes are properly resourced.**

Teacher supply

Schools are faced with a teacher supply crisis. They are not able to recruit the well-qualified teachers they need. This will inevitably have a negative impact on pupil performance and well-being. Although the country has experienced periods of teacher supply problems in the past, the current situation is without precedent. The government has missed its own ITE recruitment targets for the last decade, and in 2023/24 only managed to recruit about half the number of secondary ITE students the country needs[5]. The government's decision to withdraw accreditation from many university and SCITT ITE providers will make matters worse, because people will have to travel greater distances in order to train and because the supply line that exists between undergraduate courses and PGCEs within some of the universities affected has been broken.

There are many interlinked reasons for the teacher supply crisis: median pay for teachers is 12% lower in real terms than it was in 2010/11; the workload of teachers remains greater than that for comparable professions; teachers spend too much time on non-teaching activities; and

Core **Values**

Teacher education should have an academic, intellectual basis alongside a practical focus and should meet the needs of all pupils and students, particularly those facing disadvantage.

• The teacher education sector should be receptive to challenge and debate and to a diverse range of approaches and structures.

• The design and provision of teacher education should be informed by high quality research of regional, national and international significance.

• The HE teacher education sector should work collaboratively in a constructively critical way with policy makers and others and be open and receptive to challenge in return

[5] Initial Teacher Training Census, Academic year 2023/24 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

teachers have less autonomy than those working in other professions. Significant numbers of teachers are also leaving the profession once qualified, with workload and lack of professional autonomy often cited as key reasons.[6]

Financial pressures are making it difficult to recruit people to Initial Teacher Education (ITE) and to retain those who are recruited. Postgraduate ITE students will be faced with an additional year of student debt and will in most cases be required to pay £9,250 tuition fees. Bursaries are inconsistently available for a limited range of subjects[7], despite recruitment being problematic in most subjects and phases. Funding for Subject Knowledge Enhancement (SKE) courses has inexplicably been cut. Student teachers are faced with significant on-programme costs, including travel to and from their school placements. It is difficult for student teachers to alleviate these costs through part-time working because of the demands of ITE programmes.

UCET recommends:

- **The restructuring of ITE bursaries so that all student teachers receive a standard level of financial support and fixing bursaries for three-year periods.**
- **Financial and regulatory constraints on providers be relaxed to allow them to work with schools to increase the recruitment and education of new teachers.**
- **Enabling schools to work with ITE providers that meet their needs and reflect the circumstances they are working within.**
- **Funding ITE providers to provide hardship support to student teachers in need.**
- **Funding for SKE programmes be restored to cover all secondary shortage subjects.**
- **Funding should be provided to allow teachers and school leaders to access the full range of CPD opportunities available to them, including NPQs and master's and doctorate level study.**

Conclusion

The issues the country faces in terms of the content and structure of teacher education and the supply of teachers can be addressed if all key players, including government, professional associations, teacher unions and representative bodies come together in a collegiate way to agree a way forward. Teaching is a profession – the profession on which all others depend – and as such new and serving teachers should be educated and

[6] Working lives of teachers and leaders - wave 1: core report (publishing.service.gov.uk)

[7] https://www.gov.uk/government/publications/funding-initial-teacher-training-itt/funding-initial-teacher-training-itt-academic-year-2023-to-2024

developed to the standards, and engage in the professional behaviours, that the profession itself expects.

UCET
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About UCET UCET is a registered charity formed in 1968 (reg: 275082). Membership is open to universities and other organisations working in partnership with universities providing initial and ongoing teacher education at accredited higher-education level.

Examples of excellent practice from across the sector

University of Chichester

Universities can innovate in their programmes, drawing upon the expertise and research that exists in their institutions. For example, the University of Chichester has a specialist pathway for primary STEM that supports student teachers to explore the real-life connections related to pupils' learning. Using real-world stimuli, including through partnership with local industry (Rolls Royce) and the opportunity to try out projects in school, students are required to plan cross-curricular schemes. Closely mapped to the National Curriculum, these projects are intended to be aspirational, inspirational, inclusive and build STEM capital for a diverse range of learners. The module supports student teachers to be rigorous, creative and efficient in their planning for these important subjects whilst examining the importance of context and purpose for learning in order to maximise the engagement of pupils.

University of East Anglia (UEA)

Universities have a key role to play in developing partnerships that facilitate teacher development on a continuum and address local, regional and national needs and priorities. The following case studies exemplify the way in which UEA continues to collaborate and work with educational communities to offer CPD, support engagement with research and address highly contemporary issues, exploring new ways of working in partnership on questions that matter.

1. **The Joyce Morris Early Years Literacies Programme - Research and Forum**

   The Joyce Morris Early Years Literacies programme offers a unique opportunity for both trainees and teachers to engage with continuing professional development as well as becoming part of a community with other early years stakeholders and researchers in education. Acting as a hub for Early Years Literacies research, knowledge exchange and collaboration, the Joyce Morris programme consists of three research projects and a public engagement forum.

The research projects are exploring different developmental aspects of Early Years provision and practice (digital literacy, Mindfulness, communication, literacy practices of children from the GRT community), using participatory research methodology, working within and alongside local practitioners and community members, whilst also drawing on the expertise of well-reputed national research partners.
The Joyce Morris public engagement Forum brings researchers, practitioners and other stakeholders together to engage with one another through sharing knowledge and expertise, discussion and collaboration. The forum has established a programme including a series of hybrid public lectures, a Reception Class Teacher Network and a national conference.
Working on partnership with esteemed research centres and experts in the field of Early Years, the forum events have adopted inclusive delivery and engagement methods to bring the many perspectives of those working with Early Years children, families and schools together and establish a learning community.

2. UEA has a long history of **collaborative action research,** building on the work of Lawrence Stenhouse and John Elliott.
The recently published **Linking Theory with Practice in the Classroom: A Hybrid Model of Lesson Study Research in Action** is about the professional learning journeys of practising teachers and their university tutors at the University of East Anglia. In each chapter, the teacher researchers ask their own questions, test their hypotheses and work collaboratively with their school colleagues to experiment with teaching strategies aimed at learning with understanding. The impact on teachers' learning is explored and includes the practical significance of theoretical concepts for addressing real problems experienced in classrooms; the importance of having a shared language for talking about teaching; and changing conceptions of pupils' capabilities as learners. This book shows that the combination of good learning theories and teacher collaboration helps to bridge the gap between theory and practice in teachers' professional learning and enable learners to deepen their knowledge and understanding.

3. **Enhancing teacher agency with technology (ETAT) – Research and national network**

ETAT is an innovative education research collaboration looking at how and why teachers use technology (EdTech). It is one of nine research projects in the prestigious ESRC Education Research Programme. We ask teachers about their agency in current practices, and relative to resourcing and infrastructure. We also explore what teachers want from EdTech to realise their aspirations for teaching and learning. We take a place-based approach to build a new model for understanding teachers' agency with technology in context. Our research addresses Edtech in relation to teacher development, assessment and wellbeing, and how teachers use technology to support students' online safety, information literacy and global citizenship in the digital age. We contextualise these themes with attention to the geographic connectedness or isolation of urban, rural and coastal communities; the quality and stability of technology infrastructure; digital inequalities; and social and educational disadvantage. Our model will help educators in primary and secondary schools, and aid researchers and policy makers across the UK. We seek to influence teacher education and professional

development, and linked policy and curricular frameworks, through new and potentially transformational understanding of teacher agency with technology.

ETAT is a collaborative project led by UEA School of Education and Lifelong Learning with UEA School of Computing Sciences, in partnership with University of East Anglia Teacher Education Partnership, Norfolk County Council Children's Services, Norfolk County Council Library and Information Service, BT Applied Research (Adastral Park) and Digital Education Futures Initiative (Cambridge).

University of Nottingham

'The most effective partnerships are dynamic, responsive, adaptable, and non-hierarchical. The benefits they offer go beyond teacher supply and ITE, for example by giving schools access to cutting edge research, quality assurance, administrative support and CPD opportunities.' (UCET, 2024)

At the University of Nottingham, over many years, ITE tutors across all subjects and phases have developed reciprocal ways of working with local schools which go beyond the everyday issues of ITE and mentoring.

Some of this work is at subject level, centring on subject interest groups (SIGs) and subject advisory groups (SAGs) which work on curriculum development, assessment and subject knowledge. The English SAG has had a focus on preparing children for GCSE but from innovative directions. Termly meetings of a diverse range of teachers focus on different subject areas, this year including poetry, Shakespeare and the Victorian novel. Beyond the collective work of the group, the English lead at one trust benefited from a tutor's ongoing support with curriculum development, valued not only for the expertise offered but also the perceived lack of agenda*: 'He has nothing to gain. He's not asking me to buy his book, he's not got an open public profile, he's not part of a wider change model within school.'*

Meanwhile, the Geography SAG, hosted and facilitated at the university by the ITE subject lead, has recently involved over 30 teachers collaborating on issues like Key Stage 3 curriculum design, assessments and fieldwork. This group creates a supportive local network with opportunities for sharing good practice which one attendee described as both *'reassuring'* and *'cathartic'*. Another referred to sharing and comparing curricula with a wide range of colleagues and hearing from guest speakers as a *'team effort…we have a lot of say in what happens'*, underlining the reciprocal nature of these relationships.

In addition to their own SIG, Modern Languages ITE tutors also have a collaborative curriculum and assessment design project stemming from a Language Education Research Group. Culture and Language Integrated Classrooms (CLiC) aims to integrate linguistic and cultural learning in day-to-day language teaching. The project activities have yielded school-led case studies, a planning toolkit and a host of practical resources and even culminated in a mini conference for teachers, valued not only for the speakers but for the opportunity for *'networking with like-minded professionals'*. A new phase with a second cohort is now underway.

Other work has been issue-based and centred on classroom practice. One tutor convenes a lesson study group to investigate dialogic pedagogies for mixed-attainment mathematics teaching in Key Stage Three. This community has its own Teams site as a repository for

resources and readings. It allows schools already working with mixed groups to develop and refine their practices while others, not yet doing so, get a valuable first-hand experience as a source of evidence to support their schools' decision making. To complement the prevailing top-down application of evidence, this has enabled more context-sensitive professional judgment, as summarised by one teacher: *'I think the whole nature of these lesson studies that they're doing is to show how [mixed attainment] can work in different places, different contexts, different teaching styles.'* The lesson study experience also provides a model for professional learning on other topics that might take place within participating schools.

Another form of classroom-based research has involved oracy in primary schools. A local MAT has oracy as a school improvement priority and this coincides with the research of one of the ITE tutors. The tutor therefore suggested running an interest group with a cohort of teachers representing six schools and a trust consultant. The group meets twice a term and teachers take turns to host the group at their school, each demonstrating some oracy-based teaching which draws on the discussions of the previous meeting. This loose form of lesson research gives teachers a rare opportunity to observe in other settings and age groups. As one participant said, *'People in schools look ever more inwards. Back in the day I used to get out and about quite a lot but, more than ever, people don't get the opportunity.'* Through the tutor's contributions, insights are gained from a wide evidence-base to inform the observed practice, which is then shared with colleagues back at individual schools. For the tutor's part, this group, now in its second year and second cohort, gives access to classrooms and a useful reference point for ongoing research.

Cutting across subjects and phases, the university also hosts an annual ITE conference, with a central theme - last year's was 'Belonging'. This is an opportunity for local teachers to network and gain new insights but also to play an active role by presenting on initiatives at their own schools. One local school, for example, sent a group of senior leaders and commented that, as well as the learning from specific sessions, it gave *'time and space for strategic conversations'*, which led to subsequent reflection and changes at school level.

More generally, reactions from the teachers involved in such professional learning collaborations point to benefits and impact of university collaboration that cut across individual projects. One participant argued: *'It would be great if senior leaders that were making these decisions, could actually consult with an academic rather than an EEF crib sheet before they began to create policy.'* Teachers also explained the role of the ITE tutors as 'boundary brokers', a role helped by tutors' capacity to bridge the worlds of research and practice, with credibility in both: *'That awareness and knowledge of the classroom educators, that appreciation of the other challenges that go with it…they fully understand where you are…it's not an idealistic view. It's fully in the know.'*

Queen's University Belfast

(Re)connecting with the world

Queen's University Belfast offers a one-year Post-Graduate Certificate in Education. The PGCE is broadly aligned with the Northern Ireland Curriculum, preparing graduates to teach across the 11-18 year age range.

Students completing the course gain a postgraduate qualification and 'Eligibility to Teach' (referred to in some other jurisdictions as 'qualified teacher status', QTS). The programme

combines university-based tuition, consisting of taught sessions and directed independent study, with professional placements in schools.

Extra places are reserved to prepare those who are interested in teaching their subject through the medium of Irish in Irish-medium schools. An additional certificate in Irish Medium Education (IME) is awarded in conjunction with St Mary's University College Belfast.
The PGCE is organised around three interdependent strands:

- Professional School-based Experience - focuses on developing practical teaching competence particularly through working closely with experienced teachers during periods of school placement.
- Subject Studies (e.g., English, Mathematics) - focuses on teaching and learning within the subject specialism (and cognate areas).
- Educational and Professional Studies - focuses on common aspects of teaching and the professional role of the teacher, bringing together relevant theory, policy and practice. This includes issues such as: the Northern Ireland education system, curriculum theory and policy, theories of learning and assessment, social class and educational disadvantage, special educational needs and barriers to learning, pastoral care and child protection/safeguarding, student voice, mental health and wellbeing of students, positive behaviour management, diversity and inclusion, effective use of technologies and whole school approaches to literacy, numeracy the social and emotional health of young people. Students are also offered a choice of elective course designed to enhance the subjects and skills they can offer to schools.

Queen's University Belfast's vision is to be, by 2030, a global research-intensive university, generating internationally leading research coupled with outstanding teaching and learning, focused on the needs of our society, locally and globally. Through our global reputation, we promote the international profile and connectivity of Northern Ireland. As we emerge from the Covid-19 pandemic, the PGCE team is committed to (re)developing international education partnerships which will be of benefit not only to our student teachers, but also to the school system at large. Outbound student mobility is a key feature of our current work. Student teachers are now able to complete up to four weeks of their school experience (teaching practice) abroad or in the Gaeltacht (Irish-speaking areas of Ireland). In 2023/24 some students undertook their teaching practice in Madrid, a wonderful opportunity to experience another education system first hand, and we have plans to extend this to America and Asia.

Funded by the University, fifteen students of English, Modern Languages (sadly only one Germanist), science and two PGCE staff were able to spend a week at the end of the PGCE on a language, literature and cultural trip through Germany. The group started in Berlin, visiting the sights and the Reichstag, before taking the high-speed ICE-train to the UNESCO world-heritage town of Bamberg. In Bamberg, the group spent two days with student teachers and staff at the Dientzenhofer-Gymnasium (Grammar School). As well as observing secondary classes, student teachers from both countries had the opportunity to share training experiences and differences between each education system. The trip concluded with a weekend in Munich with the outdoor pool being a particular hit. Overall this was a transformative experience, not least because many of our English students will teach war poetry and literature throughout their careers. The trip brought young people together and gave all students an insight into modern day Germany, challenging misconceptions and widening horizons.

Other work by colleagues has seen student teachers attend the ConCitizen conference on Oslo on teaching controversial issues and contested narratives, as well as regular educational trips to Dublin. We look forward to further shaping our international dimension in the coming years.

University of Reading

The University of Reading is driving action to ensure that the next generation of teachers are empowered to help transform climate education for young people. The University has embedded climate and sustainability education (CASE) in all its initial teacher education (ITE) programmes, and developed a Framework to support other providers to do the same.

The National Climate Education Action Plan, which emerged following the Climate Education Summit held by the University of Reading in advance of COP26, recognises the important role of teachers in transforming climate education for all young people in the UK and supports the Department for Education policy paper "Sustainability and climate change: a strategy for the education and children's services systems" (DfE, 2022); and guidance document "Sustainability leadership and climate action plans in education" (DfE, 2023).

Action 2 of the plan states: "*All teacher trainers and initial teacher trainees should be able to access training that empowers them to effectively incorporate climate education within their teaching across all levels and subjects."*

The University of Reading is leading this response, and the University's Institute of Education has developed the Climate Education and Sustainability Initial Teacher Education (ITE) Framework (Majid et al., 2023). The Framework, which spans all educational phases, settings and subjects – from Early Years to Sixth Form – was piloted throughout the 2022/23 academic year across all of Reading's ITE programmes (Reed Johnson et al., 2024 pending).

In implementing the Framework, Reading's student teachers have been and are empowered to develop their knowledge and understanding of the climate crisis but, most importantly, understand the global issues whilst able to develop self-efficacy in learners at the local level to take action. They graduate with a set of skills, values and attitudes to support the children and young people they will go on to teach, to build resilience, and to become future changemakers.

Some examples that have emerged through the pilot study included finding ways to embed this in interdisciplinary ways, particularly in both primary and secondary school teaching. Science, design technology and art students worked together on 'our plastic garden' project which highlighted the issues of waste and biodiversity whilst emphasising the potential for upcycling. Geographers, scientists and historians worked collaboratively on the 'Bee Meadow project' and exploring outdoor learning spaces.

Student teachers enjoyed having ideas modelled to them by teacher educators and were also inspired to draw on real world examples in working with their pupils in schools. In particular, with the non-traditional climate subject disciplines, such as English, drama and history, trainee teachers enjoyed drawing on the area of social justice for their inspiration. Drama explored a piece known as 'the woman that outshone the sun' that drew on indigenous thinking.

This research highlighted the understanding that developing environmental awareness in learners needs to be underpinned by pedagogical thinking that promotes the development of Education for Sustainable Development (ESD) competences (Vare et al., 2022), including

metacognitive competencies. This finding supports the work of Field et al. (2019) and Neibert (2019).

The Framework is now open for all ITE providers to sign up to and access for free, under licence, as well as joining a newly formed community of practice (COP). This community of practice is sharing learning, understanding and different approaches of how ITE providers can contextualise and integrate climate and sustainability education to meet the needs of their own training teachers and schools within their partnership. Please contact us if you'd like to know more.

We are seeking, through this COP, to engage in further research that explores the importance of contextualisation, but also the extent to which this pedagogical content knowledge approach can develop climate action pedagogy and resilience self-efficacy in meeting and adapting to the needs of climate change.

University of Roehampton

Developing Resilience in High Quality Student Teachers

The ITE courses at the University of Roehampton are underpinned by our distinctive ethos. We expect our students to develop the 4Rs which help to define them as high-quality teachers entering the profession. The 4Rs are state that we train teachers who are Resilient, Respectful, Reflective and Resourceful and these map onto the qualities outlined in UCET's Intellectual Base of Teacher Education (IBTE) report. These were qualities identified in our 2023 Ofsted inspection. This case study focuses on how we develop teacher resilience at a time when falling recruitment against DfE targets and worrying levels of retention in the profession make this an essential quality.

Our Ofsted report from 2023 stated that, '*The course is …designed to ensure that trainees are well prepared for the practical realities of a career in teaching, including managing workload.*' The support from the team of tutors and mentors means that students have the chance to thrive despite the challenges that busy ITE courses often present.

The Roehampton ITE programmes prepare students from the point of recruitment, through induction, to be aware of that courses are likely to be challenging as well as rewarding, so that candidates enter with their eyes wide open. Candidates are encouraged to spend time in schools prior to starting the course to help them understand the realities of life in school. When they start the course, students have sessions on wellbeing and resilience which are supported by the wider University support services. The wellbeing team are excellent and regularly intervene with expert support to make a difference to our students' lives in important and profound ways. Where wider issues arise on the course, the support infrastructure that a university, such as ours, can offer, comes into play. Many students access finance and disability support in order to successfully complete the course.

The Roehampton programme allows students to develop their confidence with high quality mentoring and pastoral support. Our 2023 Ofsted report commented that 'One trainee summed this [support] up by likening the course to a marathon, with university staff being *'the crowd cheering trainees on*'.' Close working relationships with partnership leads, link tutors and school mentors means that any issues on placement are identified quickly and addressed. Online portfolios provide a window onto placement so that tutors at the University can monitor progress

remotely. Students who thrive in school are given suitably challenging personalised support and targets to become even better teachers.

Evidence for the developing resilience of our trainees is demonstrated by high completion rates as the vast majority of students successfully navigate the course and gain their PGCEs and recommendations for QTS. A constant cycle of self-evaluation helps us to adapt the support we offer to make it as effective as possible. This includes questions to ECTs who reflect back on the course and how it helped them to meet the realities of teaching. We are able to do this successfully at scale due to the systems we have in place and the dedication of staff who want the best for each student.

St. Mary's University College, Belfast, Northern Ireland

St. Mary's University College is a small, higher education institution in Northern Ireland. The College is affiliated to Queen's University, Belfast, but comes from the Catholic tradition and specialises in teacher education and the liberal arts. In line with all Catholic colleges and universities internationally, St. Mary's holds a particular philosophical view of the world and the purpose of education within it; a view which closely resonates with the UCET Intellectual Base of Teacher Education (UCET, 2020). Education is viewed as an inclusive, moral and ethical endeavour, aimed at promoting personal, intellectual, social, cultural and religious well-being and growth. The College has a strong sense of mission and a person-centred ethos, emphasising the importance of relationships, and a focus on community, both internal and external. Within this context, the primacy of the individual is paramount in terms of helping them develop not only intellectually, but also as **confident, competent** and **responsible professionals**, able to make valid contributions to the societies and professions in which they live and work.

Historically, the key focus of the college has been teacher education. Amongst other programmes, it offers two undergraduate, four-year BEd programmes; one specialist PGCE in Irish Medium Education (IME); and a suite of Masters' modules which address the contemporary needs of teachers and schools. The teacher education programmes are designed around The GTCNI's Competence Framework 'Teaching: The Reflective Profession' (GTCNI, 2007), and more recently, the Department of Education's 'Learning Leaders Strategy' (DE, 2016). These frameworks adopt the Reflective Practitioner Model (Schon, 1983) and align with Friere's 'problem posing' praxis (Friere, 2008; 61-62) where the teacher is perceived as a critical and independent thinker, and an **epistemic agent**, engaged in 'the practice of freedom' (ibid: 62) to support the betterment of society. The andragogical approach underpinning teacher professional learning is therefore one which supports emerging and practising teachers to engage in **enquiry-rich practice**, either individually or in collaboration with others. To support this, the College works with over 307 different schools in a non-contractual but mutually supportive and empowering way, to provide complimentary student learning opportunities through placement.

Given its central location in West Belfast, an area which was a focal point for the 'Troubles' in Northern Ireland, and one which has always had extremely high levels of social and economic deprivation, the College has consistently had a strong commitment to social justice. The College has been very successful in attracting first-degree entrants from lower socio-economic groups through its Widening Access and Participation Plan; in 2023 for example, this group constituted 40% of entrants. The College also works in close partnership with a range of organisations to support community development, and acts as a centre for additional support programmes for

local school children and cultural events for the local and wider community. A significant aspect of this is the College's commitment to the development of the Irish Language and IME. It hosts an IME Resource Unit; within the undergraduate programmes, students may follow an IME pathway; and the PGCE programme adopts an immersion approach to provide teachers specifically for this sector.

Seeing the world from different perspectives inspires intellectual curiosity, creativity and an **epistemic** and **enquiry** approach to professional learning; qualities which St. Mary's believes all teachers should have to inspire those they teach. To this end, the College has always had an outward-looking approach to personal and professional learning. Traditionally, it has had very high levels of student engagement through the Erasmus Programme, Study USA, Saphara (India) and Study China. In addition, following the Covid pandemic and Brexit, the College is reinvigorating its international mobility dimension through Erasmus Ireland and the Swiss-European Mobility Programme.

As a small institution, St. Mary's shares many of the problems experienced by universities everywhere related to funding, sustainability, changing student demographics etc. Fortunately, however, it has not suffered the same intensity of threat and change to its approach to teacher education as has been experienced in other parts of the UK, particularly in England. As such, the Intellectual Base of Teacher Education (UCET, 2020) remains clearly evident in how St. Mary's supports professional learning and supports the College's engagement in what Ozga (2000:44) suggests is the 'struggle for teacher autonomy and responsibility in a 'social justice' project set against the modernising, economising project for teachers that seeks to guarantee their efficiency by enhancing their flexibility and encouraging them to accept standardised forms of practice'.

University of Sussex

Sussex University Wider Music Partnership Conference: Powering up an Inclusive Music Curriculum

A Focus Beyond Initial Teacher Education and the University

The University of Sussex has been involved in Initial Teacher Education for more than 50 years. It has a clear mission of being reflective, responsive, and research-driven; for many years now, it has sought to extend its support of early career teachers and more experienced colleagues with a clear emphasis on establishing and nurturing effective partnership working. The University has well-established and effective relationships with the lead organisations of Sussex's two DfE-funded Music Hubs in Sussex - Create Music (Brighton and Hove and East Sussex) and West Sussex Music. Building on previous large-scale professional learning events based around Joint Practice Development initiated by the University of Sussex, these three organisations came together in June 2023 to co-create a Secondary Music Conference hosted at the University of Sussex. This conference was for the university's ITE partners from across the South, all State secondary schools in Sussex and also trainee teachers from the Universities of Sussex and Chichester, bringing together well over 80 secondary music teachers.



Credit: Erin James

Workshop: Singing in the Black Oral Tradition by Cecelia Wickham Anderson

"Thank you, this was a fantastic day and has re-invigorated me for continued planning and improvement of our curriculum"

Bridging Communities: Collaboration with Music Education Hubs

One of the key principles in designing the conference was to establish and nourish music teachers' own priorities and needs. To facilitate this, delegates were involved in shaping the themes of the day through responding to a bespoke online questionnaire and through conversations with colleagues in many different school settings. The conference was co-created by Create Music and West Sussex Music, Dr Ally Daubney, Duncan Mackrill and Stella Knight (all from Sussex University). These partnerships were integral to the conference's success, bringing together diverse expertise and resources, and enhancing the professional development and learning opportunities available to attendees. The partnership with the Music Hubs also supported the conference's broader objective to foster a community of practice among music educators at different stages in their teaching career and working in a wide variety of settings, enabling them to share knowledge, strategies, and experiences and encouraging development of knowledge, skills, practices and their own professional networks.



Credit: W Sussex Music

Music Hub Leaders and University of Sussex

High-Quality Practical Workshops - Led by Experts

Key foci of the conference were on the DfE's recently revised National Plan for Music Education, Ofsted expectations around curriculum, assessment and inspection, and to develop effective strategies for teaching singing in schools. Two keynotes – one by Ofsted's Lead Music inspector, Chris Stevens HMI on Assessment in Music, and the other by Emily Crowhurst (School 21) on Curriculum Design – provided delegates with many ideas and discussion points. These were further developed by a series of high-quality interactive workshops led by experts in their field (including teachers from this wider partnership) to tap into delegates' interests, stimulate engagement, and address the most relevant issues for delegates, and those mirrored nationally. Actions for learning were identified by delegates to ensure the content was relevant to their own settings, and feedback allowed the partnership to fully evaluate the event and use this iteratively in the future.



Credit: Erin James

Workshop on the Beatbox Approach by Randolph Matthews

"Really great having guest musicians in for the vocal warm-up and vocal skills uniting all teachers as musicians"

Next Steps

The University's ITE courses and support for teachers at every stage in their career emphasises the importance of being reflective, responsive, and research-driven. These values shape what we do and influence this summer's conference (June 2024) with its theme of progression pathways and partnerships in schools and beyond. It will also include a focus on curriculum, inclusion, musical identities, transitions into higher education and the music industry and Ofsted's recently published Music Subject Report. Building on a long-established effective partnership, we hope this year's conference continues to meet the evolving needs and priorities of our music educators and fosters excellence in music education across the region.



Credit: Erin James

Workshop: Taking a SEND Model Mainstream
by James Redwood & Emma Collins

"It was a great event - very well planned. Great to socialise at the end too - thank you"

"Thank you for organising this event, I really enjoyed the day and as a one person department teaching KS3 once a fortnight, I felt a bit less alone!"

University of Warwick

Examples of how Warwick contribute to national priorities through its teacher education include:

- How ITE and CPD programmes reflect the principles set out in the UCET Intellectual Base of Teacher Education (IBTE) report:
    - The inclusion of intellectual curiosity as one of the Warwick Teacher Values. a Research in Action student conference as part of the PGCE, a Teacher Researcher Network project.
- The contribution made to key national priorities such as Equality & Diversity and Climate Change:
    - We have a 'Green Space Day' focussed on issues in education on climate change
- Innovative ITE & CPD programme design & implementation:
    - The use of up to date and relevant research to inform all aspects of ITE programmes, including those relating to Intensive Training & Practice (ITAP) and the training of mentors.
- Supporting school and college improvement.
    - CPD, ITE training and governance support for WMG Academy (university sponsored UTCs in the region)
- Widening participation into higher-education.
    - Development of anti-racist ITE including an anti-racism charter and anti-racist mentor training module.
- SEND.
    - Inclusion conference, A postgraduate award for a cohort of teachers from Liberty Trust (formerly National Autistic Societies Academies trust) and links with sister department the Centre for research in Intellectual and Developmental Disabilities.

University of the West of England

Researchers: Kane Allen, Dr Karan Vickers-Hulse, Dr Sarah Whitehouse.
Institution: University of the West of England, Bristol
Theme: Widening participation into higher education

Researchers at the University of the West of England gathered data to explore barriers that face young people racialised as Black and Brown in making the transition to higher education. This was in response to the lack of diversity on teacher education courses at the university and aimed to understand what was preventing young people racialised as Black and Brown from attending HEIs. Each year, the university holds a conference called Raise the Bar for young people aged 16-18 from local sixth form colleges and secondary schools to support them in making the next step into higher education. Data was gathered from Black and Brown students who attended the conference, as well as the staff from their education institutions who supported them; this was done through focus group discussions in breaks during the conference proceedings. Findings highlighted that cultural factors such as a lack of representation in education institutions and a sense of alienation negatively impact students' aspirations and confidence. Black and Brown students in this study highlighted that the constant 'drip feeding' of micro aggressions and largely negative views of education they experienced in schools/colleges impacted their choices and future career paths. Role models were familial rather than educational which drew them to seek out professions within their local community or in professions that were well respected and well paid.

However, students stated that they often don't know *how* to achieve their goals and this, alongside the negative educational experiences they encounter, impacts whether they enter higher education. Students discussed racism, whiteness, islamophobia, and anti-Blackness, and interrogated these issues with real clarity and a deep understanding of the reality of structural racisms not just in their educational lives, but in their futures too whether this be in job roles, apprenticeships, or university. Addressing the challenges raised from this research requires reforms in educational policies, equitable funding distribution, culturally sensitive support services, and initiatives aimed at increasing diversity and inclusion within education institutions. As educators, we may not have the power to address these broader issues, however, there are some positive actions that can be implemented that will have an impact on the experiences and educational outcomes of young people racialised as Black and Brown. These are listed below:

1. Racial literacy: ensuring that educators are racially literate can begin to expose injustices and create a safe space where all children feel a sense of belonging.
2. Understanding terminology: creating a space where students and staff are aware of the impact of their words and feel able to have an open dialogue is key.
3. Staff training: provide opportunities for staff to develop an understanding of race and culture to ensure they can be proactive when dealing with the individual needs of the young people they teach.
4. Unconscious bias: don't make assumptions about Black and Brown students – students we worked with were ambitious and had high expectations of their educational lives.
5. Belonging: school cultures, open days and student outreach events need to ensure they are not implying a dominant culture that will automatically make young people from racially minoritised groups feel that they won't 'fit in'.
6. Curriculum: by integrating accurate and diverse representations of Black and Brown individuals into school curricula, educators and policymakers can disrupt harmful stereotypes and promote a more nuanced understanding of the experiences of those who are racially minoritised.

7. Affirmative action: raising the expectations of students and removing negative stereotypes. Implementing the actions above will support educators in fostering empathy, respect, and appreciation for diversity among students and the broader society.

University of the West of England, Swansea University, University of Wales Trinity St. Davids and Cardiff Metropolitan University

Children's Participation in Schools

Dr Sarah Chicken (Principal Investigator) UWE; Dr Jacky Tyrie and Prof. Jane Williams, Swansea University; Dr Jane Waters-Davies and Dr Alison Murphy, UWTSD; Dr Jennie Clement, Cardiff Metropolitan University; Louisa M Roberts, Dr Patrizio de Rossi and Jacqui Lewis, UWE

The Children's Participation in Schools project is an ESRC funded collaboration across four universities which aims to understand how the enactment of children's participative rights can be embedded in early years pedagogy in Wales. Four strands of research address; the legislative and policy context in Wales; the role of ITE and CPD provision; current teachers' pedagogical approaches to children's rights; and children's lived experiences of participative rights in their classroom.

The implementation of the Curriculum for Wales (2021) represents a time of unprecedented change for Welsh education. In relation to human rights, schools must now ensure that their curricula are fully underpinned by education about, through and for human rights, as per the UN Declaration on Human Rights Education and Training (2011). However, our analysis of relevant legislation and policy documents indicates a policy-practice gap in which the 'how' of pedagogy that supports children's enactment of their rights is poorly represented. Similarly, our survey of ITE providers in Wales indicates that few programmes include explicit aims and learning outcomes related to children's participative rights. This suggests that future teachers in Wales may not be well prepared to meet the commitment to children's rights indicated in the Curriculum for Wales through the enactment of participatory pedagogies. This research project therefore aims to initiate collaborative, challenging and evidence-based dialogue with ITE and CPD providers around the enactment of children's participative rights in early years provision, and we aim to place the voices and experiences of practicing teachers and young children central to that debate.

To engage early years teachers, fourteen participants across nine schools in Wales teaching in Nursery to Year 2 classes were invited to take part in a series of creative and innovative workshops. During these sessions, participants, researchers and an artist-consultant explored differing understandings of children's participative rights, the influencing nature of adults' constructions of children, and possible barriers and enablers to the enactment of these rights in early years classrooms. The sessions were premised on a strong construction of children as competent and agentic meaning-makers, and a similarly strong construction of early years teachers as experts in their field. They served to highlight the importance of reflective and critical debate as well as the bridge between research and practice.

The teachers were then supported to explore participatory pedagogies with the children in their classrooms. They were encouraged to innovate and think creatively to allow a range of projects to develop. Online support sessions provided a safe space for teachers to reflect on the process

of transformation of practice, and to develop a group dynamic where participants, researchers and the artist-consultant could constructively critique teachers' developing participatory pedagogies in a confidential and non-judgemental space. The community of enquiry that developed enabled teachers to support each other in responding flexibly and creatively to the challenges they faced. The resulting child-led projects included explorations of indoor and outdoor learning environments, using creative arts such as clay-sculpting as a language for learning, and facilitating children to lead their learning through choice and agency in what they wanted to learn as well as how they wanted to learn. Researchers then used participatory action research methods to work directly with the children who had been involved in the projects, to explore their understandings and experiences of participation in education.

The learning from this work with teachers and children will be taken forward into a linked strand of research carried out with ITE students and teacher educators. Focus groups with students and teacher educators have been used to establish how student teachers are currently prepared for their responsibilities to enact young children's participative rights in education. Subsequently, through dialogic workshops, student teachers and teacher educators will be facilitated to explore in partnership the evidence from the teachers and children's projects, including current understandings of children's participative rights, and the barriers and enablers to enacting those rights in early years settings. This collaborative approach is intended to support reflective and intellectual debate around how student teachers can be prepared and supported as future duty bearers, accountable for ensuring education about, through and for human rights in their classrooms.

Finally, our impact and engagement strand of the project is sharing the findings of the research across education policy, research and practice sectors in Wales and beyond, as well as creating spaces and opportunities for critical debate. This enables a collaborative approach to developing understandings of how best a strong policy framework around children's participative rights can be translated in to practice that supports these rights for all children, including the very youngest children in education settings in Wales.

University of Wolverhampton

Partnerships beyond ITE
Lizana Oberholzer

The University of Wolverhampton is often referred to as the University of Opportunity, and the School of Education is situated on the University's Walsall Campus. Walsall, as per the Department of Education's White Paper in 2023, is recognised as an area of investment. The University works hard with its collaborative partners in Primary, Secondary and Further Education to support its community, and drive wider participation to provide life-chances to learners from a wide range of backgrounds. The University has a strong belief in offering provision that ranges from strong ITE provision to opportunities beyond ITE, to provide life-long learning pathways for teachers whatever their aspirations might be. The University offers development opportunities across the continuum of teacher development phases to help prepare teachers to engage effectively within their contexts both locally and nationally.
The University is acutely aware of the importance of developing future educators and leaders within the wide range of phases and contexts it serves. It runs very successful programmes for school leaders via the National Professional Qualification for school leaders, as well as SENCO qualifications.

In addition, the University of Wolverhampton had the opportunity to collaborate with Causeway and the Careers Enterprise company to develop a Senior Careers Leadership course, which is fully funded until 2025, and this provides a unique opportunity for Senior Leaders in this role to develop their strategic leadership skills and become fully versed in the 8 Gatsby Benchmarks. The 2014 ‘Good Careers Guidance’ report from the Gatsby Foundation researched the economic benefit of career guidance to the economy. Price Waterhouse Cooper were commissioned to investigate the correlation and summarised that the cost of every young person not employed or in training to the government is the same amount required to provide the Gatsby Benchmarks to 280 pupils (Ambrose, 2023).

The DfE (2023, p. 8) guidance points out that ‘high quality careers education and guidance in school or college is critical to young people’s futures.’ As a University, based within an investment area, providing this learning opportunity to schools felt imperative to not only support school partnerships but leaders too, to ensures that they have the necessary skills to fully fulfil their roles. This project had a direct impact on learners’ future prospects. It helped to directly address the challenges faced within the local community and help drive social mobility and change.

The course comprised of 3 full days of leadership development, where the vision of careers, was outlined. It was also positioned as a vehicle for school improvement, and improved outcomes for learners. Strategic leadership development was integrated throughout the course, to enable leaders to have a vision and mission statement, clarity on the ‘why’, a fully shaped whole school development plan, and a clear strategy as part of the outcomes of the course. The course was successfully delivered to 6 cohorts across two years, and the successes of Senior Careers Leaders within their schools resulted in a follow-up course requested by collaborative partners, which is due to start in September 2024 for Headteachers, with the aim being to develop Headteachers, and Executive Leaders’ understanding of how careers, with the Gatsby Benchmarks in mind, can be fully integrated within the strategic planning of schools and Further Education Colleges.

This case study is one of the many examples where universities can provide opportunities to support the communities they serve, and on how national requirements, and targets can be met. Above all, this is an example of how collaborations between a range of partners, can impact positively, and drive positive change.

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