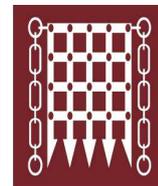


Westminster Education Forum Keynote Seminar: Initial Teacher Education in England - implementing the core content framework and the future of Qualified Teacher Status

Timing: Morning, Thursday, 2nd March 2017

Venue: Congress Centre, 28 Great Russell Street, London, WC1B 3LS

Agenda subject to change



WESTMINSTER
EDUCATION
FORUM

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Professor Samantha Twiselton, Director of the Sheffield Institute of Education, Sheffield Hallam University and Member, Expert Advisory Panel for the Carter Review and the ITT Behaviour Group
- 9.05 - 9.30 **'A framework of core content for Initial Teacher Training': lessons learnt and next steps**
Stephen Munday, Chair, Independent Expert Group on a New Core Content Framework for ITT and Chief Executive, The Cam Academy Trust
Questions and comments from the floor
- 9.30 - 10.15 **The implementation and effectiveness of the new core content framework**
To what extent has the framework identified and addressed the most important issues relating to Initial Teacher Education (ITE) and succeeded in improving the confidence, skills and ability of trainee teachers? What can be learnt from examples of best practice in ITE provision? How well have ITE providers been equipped for the implementation of the framework to ensure consistency and effectiveness? With the core content framework promoting specific teaching techniques such as scaffolding and a focus on the relevant use of technology in the classroom, how significantly will subject pedagogy be influenced? Does the core content framework sufficiently challenge good and outstanding university and school based ITE educators to further improve their provision?
Professor Chris Wilkins, Professor of Teacher Education, University of Leicester
Annette Smith, Chair, Council for Subject Associations
Hazel Dorrington, ITT Strategic Manager, SCITT in East London Schools
Questions and comments from the floor with **Stephen Munday**, Chair, Independent Expert Group on a New Core Content Framework for ITT and Chief Executive, The Cam Academy Trust
- 10.15 - 11.05 **Training new teachers - classroom behaviour, SEND, improving children's wellbeing and mentoring**
Preparing new teachers to tackle disruptive behaviour
Professor Samantha Twiselton, Director of the Sheffield Institute of Education, Sheffield Hallam University and Member, Expert Advisory Panel for the Carter Review and the ITT Behaviour Group
Integrating SEND training across ITT courses
Dr Adam Boddison, Chief Executive, nasen
Enhancing the understanding of children's emotional wellbeing - children's mental health and ITT
Dr Fiona Pienaar, Director of Clinical Services, Place2Be
'The importance of preparing all beginning teachers to teach PSHE education safely and effectively'
Jenny Barksfield, Deputy Chief Executive Officer and Senior Subject Specialist, PSHE Association
The role of mentoring in supporting teachers and encouraging development
Julian Stanley, Chief Executive, Education Support Partnership
Questions and comments from the floor
- 11.05 - 11.10 **Chair's closing remarks**
Professor Samantha Twiselton, Director of the Sheffield Institute of Education, Sheffield Hallam University and Member, Expert Advisory Panel for the Carter Review and the ITT Behaviour Group
- 11.10 - 11.35 Coffee
- 11.35 - 11.40 **Chair's opening remarks**
Lord Watson of Invergowrie, Shadow Spokesperson for Education
- 11.40 - 12.30 **Next steps for reforming Qualified Teacher Status**
Following the recent Department for Education announcement that from September 2019 there will be a newly-strengthened form of QTS, what are the priorities for this reform and what is the likely impact that such reform will have on the nature of the NQT year and ITT uptake? What resources or mechanisms might be needed to support headteachers when deciding the relevance of QTS for employment or promotion, and how should the outcomes of such decisions be monitored for their impact on quality of teaching? What are the main considerations to be taken into account in the designing of teacher apprenticeships and what can be done to ensure they are of maximum benefit to both schools and pupils? With a reformed QTLS accreditation in place since September 2016, what lessons can be learnt from the further education sector prior to reforming QTS?
Alison Ryan, Senior Policy Adviser, ATL
Karen Dadd, Newly Qualified Teacher, Lawrence Sheriff School, Warwickshire
Jo Palmer-Tweed, Executive Director, Essex and Thames Primary SCITT
Louis Coiffait, Head of Education, Reform
Tim Weiss, Director of Membership, The Education & Training Foundation
Questions and comments from the floor
- 12.30 - 12.55 **Policy priorities for Initial Teacher Education**
Ben Ramm, Head of Teacher Supply Policy, Teachers and Teaching Group, Department for Education
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**
Lord Watson of Invergowrie, Shadow Spokesperson for Education
Sean Cudmore, Deputy Editor, Westminster Education Forum