

## Westminster Education Forum Keynote Seminar

### The future of Initial Teacher Training provision in England: new pathways, course content and quality

Timing: Morning, Thursday, 5<sup>th</sup> March 2015

Venue: The Royal College of Surgeons of England, 35-43 Lincoln's Inn Fields, London WC2A 3PE



WESTMINSTER  
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Agenda subject to change

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**  
**Pat Glass MP**, Member, Education Select Committee
- 9.05 - 9.15 **Reforming routes into teacher training**  
**Dr Elaine Wilson**, Senior Lecturer in Education, Faculty of Education, University of Cambridge
- 9.15 - 10.15 **Initial Teacher Training in England - recruitment, allocation and retention**  
*How is the shift in funding from university-based to school-centred (SCITT) teacher training provision affecting the recruitment of trainee teachers; is enough support currently on offer to Teaching Schools and will Higher Education institutions remain able to continue to offer traditional paths, such as the PGCE? In light of calls from universities, is there a need for provisional teacher training allocations to be reviewed on an institution, regional and subject basis, and would such a measure ensure a better geographical spread of provision? Will Government's new bursary scheme for high achieving students, to be introduced from 2015-16, be sufficient to improve recruitment of graduates into shortage subjects, such as Physics, and what other measures besides financial incentives might be considered to attract more graduates into under-represented subjects? What more can be done to ensure that new teachers are encouraged to stay in the profession for longer, given around 40% will drop out within their first five years of teaching?*  
**James Noble-Rogers**, Executive Director, Universities Council for the Education of Teachers  
**Professor Peter Main**, Education Advisor, Institute of Physics  
**Dr Mary Boustead**, General Secretary, ATL  
**Cristina Taboada-Naya**, Vice Principal and Director of Teaching School, Brooke Weston Academy, Northamptonshire  
Questions and comments from the floor with **Dr Elaine Wilson**, Senior Lecturer in Education, Faculty of Education, University of Cambridge
- 10.15 - 10.45 **Holding training providers to account: standards, accountability and inspections**  
**Dr Angela Milner HMI**, National Lead for ITE, Ofsted  
Questions and comments from the floor
- 10.45 - 10.50 **Chair's closing remarks**  
**Pat Glass MP**, Member, Education Select Committee
- 10.50 - 11.20 Coffee
- 11.20 - 11.25 **Chair's opening remarks**  
**Professor Samantha Twiselton**, Director, Sheffield Institute for Education, Sheffield Hallam University and Member, Carter Review of Initial Teacher Training
- 11.25 - 11.55 **Defining effective teacher training**  
**Sir Andrew Carter OBE**, Chair, Carter Review of Initial Teacher Training and Headteacher, South Farnham School, Surrey  
Questions and comments from the floor with **Professor Samantha Twiselton**, Director, Sheffield Institute for Education, Sheffield Hallam University and Member, Carter Review of Initial Teacher Training
- 11.55 - 12.55 **ITT provision: steps to improve quality and effectiveness**  
*What measures should be put in place to strengthen the quality and effectiveness of Initial Teacher Training and what key points can be taken from of Sir Andrew Carter's Review to inform policy? What can be learnt from international best practice to make further improvements to the content and delivery of teacher training programmes? What are the prospects for University Training Schools (UTSs), due to be trialled in September 2015 and designed to give teachers access to the latest academic research and innovation, to provide a possible template for alternative ways of delivering ITT? Would suggestions for a stepped scheme, beginning with Qualified Teacher Status (QTS) and followed by a postgraduate study element, be likely to improve the professional and pedagogical development of new teachers and what other options might be considered to further aid teacher progression? Would extending Initial Teacher Training from 12 months to two-years improve teaching standards, in light of concerns raised by Ofsted that newly qualified teachers (NQTs) are often underprepared for the first year of teaching? Given the current separation of Initial Teacher Training from Continued Professional Development (CPD), is there a case for linking both together as part of an ongoing initial teacher formation, as has been suggested by some academics, and what has been the contribution of Teaching Schools so far in supporting CPD?*  
**David Weston**, Chief Executive, Teacher Development Trust  
**Mike Roden**, Principal, University of Birmingham School  
**Carol Jones**, Leadership and Teacher Professionalism Specialist, ASCL  
**Ken Brechin**, Deputy Head Teacher and Head of Teaching School, Cramlington Learning Village, Northumberland  
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**  
**Professor Samantha Twiselton**, Director, Sheffield Institute for Education, Sheffield Hallam University and Member, Carter Review of Initial Teacher Training  
**Sean Cudmore**, Deputy Editor, Westminster Education Forum