

Initial Teacher Training in England - developing and implementing a core content framework, improving course quality and support for trainee teachers

22nd June 2016

CONDITIONS FOR USE OF TRANSCRIPTS:

This document is intended to provide a timely reference for interested parties who are unable to attend the event to which it refers. Some portions are based on transcripts of proceedings and others consist of text submitted by speakers or authors, and are clearly marked as such. As such, apart from where it is indicated that the text was supplied by the speaker, it has not been possible for the transcript to be checked by speakers and so this portion of the document does not represent a formal record of proceedings. Despite best endeavours by Westminster Forum Projects and its suppliers to ensure accuracy, text based on transcription may contain errors which could alter the intended meaning of any portion of the reported content. Anyone who intends to publicly use or refer to any text based on the transcript should make clear that speakers have not had the opportunity for any corrections, or check first with the speaker in question. If in doubt, please contact the forum first.

Contents

<u>About this Publication</u>	3
<u>Agenda</u>	4
<u>Routes into teaching: Initial Teacher Training post-Carter review</u>	
Dr Elaine Wilson, Senior Lecturer in Education, Faculty of Education, University of Cambridge (<i>transcript</i>)	6
<u>Session Chair's opening remarks</u>	
Lucy Frazer MP, Member, Education Select Committee (<i>transcript</i>)	10
<u>Mentoring, behaviour and course quality: initial thoughts from the Expert Groups and future priorities</u>	
Sir Andrew Carter, Peer Member, Teaching Schools Council and Lead, Carter Review of Initial Teacher Training (2015) (<i>transcript</i>)	11
Questions and comments from the floor (<i>transcript</i>)	16
<u>Developing a new core Initial Teacher Training framework - priorities, implementation and effectiveness</u>	
Jo Tregenza, Head, ITE Department and Primary Course Leader, University of Sussex (<i>transcript</i>)	19
Alison Ryan, Senior Policy Adviser, ATL (<i>transcript</i>)	21
Rachael Hare, Head of Initial Teacher Training, Harris Federation (<i>transcript</i>)	23
Sarah Cox, Schools and Education Policy Manager, Royal Society of Biology (<i>transcript</i>)	25
Emma Wright, Newly Qualified Teacher (NQT), Mulberry School for Girls, London (<i>transcript</i>)	27
Questions and comments from the floor with Dr Elaine Wilson, Senior Lecturer in Education, Faculty of Education, University of Cambridge (<i>transcript</i>)	29
<u>Session Chair's closing remarks</u>	
Lucy Frazer MP, Member, Education Select Committee (<i>transcript</i>)	34
<u>Session Chair's opening remarks</u>	
Dr Elaine Wilson, Senior Lecturer in Education, Faculty of Education, University of Cambridge (<i>transcript</i>)	35
<u>Key findings from Training New Teachers: quantity, quality and effective oversight</u>	
Mark Parrett, Audit Manager, National Audit Office (<i>transcript</i>)	36
Questions and comments from the floor (<i>transcript</i>)	40
<u>Supporting the next generation of teachers in initial training and beyond</u>	
Bridget Clay, Network Programme Manager, Teacher Development Trust (<i>transcript</i>)	45
<u>Preparing new teachers to tackle disruptive behaviour</u>	
Nick Haisman-Smith, Chief Executive, Nurturing Schools Network, Family Links (<i>transcript</i>)	48
<u>SEND and teacher training</u>	
Abigail Slade, Deputy Headteacher and Director of ITT, West Hill School, Surrey and SEND Teaching School (<i>transcript</i>)	52
Questions and comments from the floor (<i>transcript</i>)	55
<u>Concluding remarks</u>	
Sir Andrew Carter, Peer Member, Teaching Schools Council and Lead, Carter Review of Initial Teacher Training (2015) (<i>transcript</i>)	58
<u>Session Chair's and Westminster Education Forum closing remarks</u>	
Dr Elaine Wilson, Senior Lecturer in Education, Faculty of Education, University of Cambridge (<i>transcript</i>)	60
Sean Cudmore, Deputy Editor, Westminster Education Forum (<i>transcript</i>)	61
<u>List of Delegates Registered for Seminar</u>	62
<u>Contributor Biographies</u>	68
<u>About the Core Sponsor of the Westminster Education Forum</u>	71

Please be advised that speakers' PowerPoint presentations are included within the transcript itself, just beneath the relevant speaker's text. Please note that not all speakers are able to grant permission for us to include their slides.

About this Publication

This publication reflects proceedings at the Westminster Education Forum Keynote Seminar: Initial Teacher Training in England - developing and implementing a core content framework, improving course quality and support for trainee teachers on 22nd June 2016. The views expressed in the articles are those of the named authors, not those of the Forum or the sponsors, apart from their own articles.

Although Westminster Education Forum is grateful to all sponsors for the funding on which we depend, participation in events and publications is never conditional on being a sponsor. As well as funding ongoing operations, sponsorship enables the Forum to distribute complimentary copies of publications, and offer complimentary tickets for events, to Government ministers, parliamentarians and officials most involved in policy.

This publication is copyright. Its copying, in whole or in part, is not permitted without the prior written consent of the publishers. However, extracts of the text may be reproduced for academic or review purposes, subject to the conditions of use outlined in the previous page, providing they are accurate, are not used in a misleading context and the author, their organisation and the Westminster Education Forum are acknowledged. We would also appreciate being informed.

Westminster Education Forum

UK Headquarters
4 Bracknell Beeches
Old Bracknell Lane West
Bracknell
Berkshire RG12 7BW

T: 01344 864796

F: 01344 420121

publications@westminsterforumprojects.co.uk

Directors

Peter van Gelder
Chris Whitehouse