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Where are we heading with ITT, recruitment and retention?
Carter Review of ITT

Findings and Recommendations

MAKING IT BETTER

MAKING IT GROW

CONTENT
SUBJECT KNOWLEDGE
SCHOOLS/UNIVERSITIES
STANDARDS
RESEARCH

Inspiring Leadership 2018  #ILConf18
Motivators to consider a career in teaching

Source: IES survey, 2015 (DFE- RB502)
WANTED

35,000

each year
If there is training in your area there will be teachers in your area

Surrey South Farnham SCITT
Teacher Supply and Retention

80% of costs
100% of success

GROW YOUR OWN PARTNERSHIPS
Regional Ambassador Schools
Changing Mind-sets
Balancing act

Work and Life - are they compatible?

“Everyone has to work where he is able to maximize what he has been given to the fullest.”

Sunday Adelaja
If you build it

What is the offer?
- Accommodation?
- More money?
- CPD?
- Opportunity?
- Significance?
- Work-life balance?
APPRENTICESHIPS
Greater autonomy for schools
TAKING CONTROL OF OUR OWN FUTURE
I know of no single formula for success. But over the years I have observed that some attributes of leadership are universal and are often about finding ways of encouraging people to combine their efforts, their talents, their insights, their enthusiasm and their inspiration to work together.

Queen Elizabeth II
Where are we heading with ITT and early career CPD?

Stephen Munday, TSC
The past, current and future of ITT and CPD: the development of frameworks

Where have we been, where are we now and where might we be heading with ITT and early career CPD?

This might be fundamental to recruitment and retention
The Past: A Framework of core content for ITT

The Carter Review recommended the need for a Framework of core content to address the issue of variability in ITT programmes in England.

Published in July 2016.
The Framework of Core Content for ITT courses

The Framework set out minimum expectations for content for ITT courses in each area of the Teacher Standards. These were the construct for the Framework.
The Framework of Core Content for ITT courses

Some areas in the Framework suggested that many ITT courses needed revision from previous content. For example, clear suggestions were made about training for trainees for teachers to work effectively with pupils with SEND.
The report that accompanied the Framework made the following recommendation: ‘The Department for Education should give consideration to how there could be clarification over the expectations and entitlement to effective continuing professional development for all new teachers in the early years of their career.’
The need for clarifying early career CPD

- Cannot and should not seek to cover all things in ITT programmes
- Variability is greater in NQT and RQT programmes in schools than in ITT courses
- Quality CPD is fundamental in improving teacher quality
- High-quality, supportive CPD can have a real impact on teacher retention
Today: Strengthening QTS and improving career progression for teachers

- QTS to be awarded at the end of ITT (as now)
- Induction period to be extended from one to two years
- An Early Career Framework (ECF) will be created for the induction period
Today: Strengthening QTS and improving career progression for teachers

‘We will work with the profession in the next phase of work to understand how best to deliver these proposals. Any resourcing implications are a matter for the forthcoming Spending Review.’
The Future: Where are we going with these proposals?

The resource issue seems extremely significant. For example, if RQTs receive the same release time as current NQTs (needed if we are serious?) then this has a clear resource implication.
The Future: Where are we going with these proposals?

The Early Career Framework is seen as central. There are numbers of issues relating to this.
Early Career Framework (ECF) issues

- Will it work under the framework of Teacher Standards? Are these fit for purpose?
- How will the Framework integrate with the ITT Framework?
- How broad or specific will the Framework be?
- How will it make any difference in practice?
Early Career Framework (ECF) issues

‘To ensure all new teachers have access to the high-quality professional development and support they are entitled to, we will strengthen the appropriate body function.’

Could be significant in the system.
The importance of mentoring

‘We recognise the importance of mentoring for early career teachers, and we want to ensure that all schools have access to high-quality training for their NQT mentors.’

- Resource implications
- The key role of ‘teacher educator’
The future

If we get this right, it can really make a difference to quality teacher supply. It will strengthen teaching as a profession.

Will we get it right and will we resource it?