

UOC- LASL UPDATE MARCH/APRIL 2021



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Our Partnership Vision:

*"Aspirational training to **achieve**
inspirational teachers with pupils'
learning and well-being at the
heart of our partnership"*

Dear LASL Partners,

A brief summary of activity from UoC- Institute of Education:

1) ITE:

ITE Market review

In the DfE Teacher Recruitment and Retention Strategy published in January 2019, a commitment was made to 'review the ITT market to support it to work more efficiently and effectively' (DfE, 2019, p.7). Due to COVID-19, the review was paused. It was announced on 2nd January 2021 that the review is being resumed and is intended to focus on how the ITT sector can provide consistently high-quality training, in line with the core content framework, in a more efficient and effective market. The review is expected to report in summer 2021 and make recommendations on how to make sure:

- all trainees receive high-quality training
- the ITT market maintains the capacity to deliver enough trainees and is accessible to candidates
- the ITT system benefits all schools

Other than the above, the market review announcement does not include much in the way of detail with more to follow in due course.

Institute of Education (IoE) colleagues are contributing to the review through the Universities' Council for the Education of Teacher (UCET), MillionPlus, Cathedrals' Group and the Teacher Education Advisory Group (TEAG). IoE colleagues will seek to have a strong influence on the work of the advisory group with a focus on ensuring the maintenance of an efficient teacher supply base and protecting the integrity, autonomy and stability of accredited teacher education providers.

<https://www.tes.com/news/fears-new-strict-teacher-training-hitting-supply>

If you would like to feed into discussions about the ITT Market Review, please drop ruth.harrison-palmer@cumbria.ac.uk (IoE Director) an email.

- **REMINDER- Core Content Framework- To help set targets**

Within our last LASL communication we drew your attention to the 'spine' of any ITT programme in England; The Core Content Framework. A framework that outlines the minimum entitlement for all ITT students.

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

This document includes, amongst other elements, a range of current literature mapped directly to each of the national teacher standards.

We feel that this element of the resource would be highly useful when mentors meet weekly with their assigned student to review and set new targets. It would be excellent to see the students being signalled not only to the practical elements they need to demonstrate but **how they can locate or access further thinking / reading on each target set.**

Students have a direct library link to this reading list via their learning support platform '[Onelist](#)'

- **REMINDER- IoE mission aim: Challenging disadvantage together & ITT Placement support**

The Institute of Education has initiated thought and dialogue about how best to support an ambitious curriculum with a focus on 'Challenging disadvantage together'

We draw on Ofsted's definition of disadvantage as pupils who are 'those vulnerable to lower educational achievement, poor health and well-being and a reduced chance of leading a successful and fulfilling life'

As a starting point, we are working with partners to consider how we can collaborate in supporting young people in challenging circumstances through engaging with our ITT students.

Current circumstances mean that student teachers have had to work more flexibly and adapt to 'very different' types of placement experience; including both physical and virtual support for pupils. Indeed we have seen our students doing a range of the types of tasks outlined below:

- Checking & editing teaching & learning resources.
- Devise their own recorded sessions aimed at those children who require individual support
- Create bespoke materials for targeted children (recorded session linked to a hard copy resource – workbook for aspects of phonics/mental maths etc.)
- Record story reading –target pupils for levels of reading
- Work on class assessment data analysis with class teacher
- Support with online marking where appropriate
- Record sessions for mathematics for starters and plenaries (Problem solving – U&A/ Mastery materials). Specific aspects of the curriculum such as calculation strategies
- Create and mark individual assignments and assess these- giving focused feedback to pupils and parents
- Provide personalised learning for individual children as directed by class teacher
- Group/1:1 provision
- Create hard copy workbook materials
- Create recorded quizzes
- Support catch up/interventions for pupils.

If you feel that you would like to support an ITT placement in any of the ways outlined above (Virtually or physically [or a blend!]) please contact educationplacements@cumbria.ac.uk And Patrick.Freeman@cumbria.ac.uk

2) Initial Teacher Training (Education) Inspection Framework

The new OfSTED ITE Inspection Framework has been published and inspection cycles are set to commence **From 4th MAY 2021**.

UoC ITT partnership is likely to be one of the first providers to be inspected within this new cycle.

Our UPT team are working with partners to gather impact studies to help tell the great stories of ITT development our partnership offers.

An OfSTED specific newsletter from our ITT partnership will follow in April 2021

3) ECF (Early Career Framework) update:

Early Career Framework Reforms: Statutory Induction Guidance and Appropriate Body Guidance Update

The Early Career Framework (ECF) reforms will be rolled out nationally in September 2021. The reforms are part of the government's [teacher recruitment and retention strategy](#), which aims to improve the training and development opportunities available to teachers.

To support this roll-out, we are making changes to the statutory induction arrangements. The revised statutory guidance underpinning induction comes into force from September 2021. It has been significantly updated since the previous version (issued April 2018).

Statutory Induction Guidance: The following key changes have been made

- The standard length of induction has been increased from one school year to two school years (see para 2.29).
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction (see para 2.19).
- Schools are expected to deliver an induction period that is underpinned by the ECF (see para 2.39). There are [three approaches](#) schools can choose from to enable the delivery of an early career framework-based induction:
 - A funded provider led programme.
 - Schools deliver their own training using DfE-accredited materials and resources.
 - Schools design and deliver their own early career framework-based induction.
- The role of the mentor has been introduced as separate to the role of the induction tutor. The mentor will have a key role in supporting the ECT during induction (see para 2.43).
- Appropriate bodies will have a role in checking that an ECF-based induction is in place (see para 5.11).
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period (see para 2.52). These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled (see para 2.46).
- The term early career teacher (ECT) replaces newly qualified teacher (NQT).
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years (see para 3.5).

- Transitional arrangements for those teachers who will have started but not completed their induction as of September 2021, when the new guidance comes into force (see para 1.4).
- The number of ad-hoc absences permitted has been extended to 29 days per year, in line with the extended length of induction (see para 3.6).

For more information about statutory guidance, ECF reforms and the options available to schools please visit: [Early career framework reforms: overview - GOV.UK \(www.gov.uk\)](#).

4) IoE CPD for teachers

If you would like to find out more about the range of professional development we offer, please visit the web page below

<https://www.cumbria.ac.uk/cpd-for-teachers/>

5) University Outreach to Schools / Settings / Partners

Our virtual Masterclasses are specifically designed for anyone thinking of studying at university. <https://www.cumbria.ac.uk/about/partnerships/schools-and-colleges/masterclasses/#d.en.70603>

WEBINARS: ON-DEMAND SESSIONS

Our Outreach Team remain on hand to support you throughout these unprecedented times. We have something for everyone, whether you're a future student, teacher or adviser. We've got you. <https://www.cumbria.ac.uk/study/open-events/webinars/>

Below you will find a whole range of recorded sessions and presentations, available 24/7 at a time to suit you. Each one has been developed to help and guide you through the HE application journey and for IAG practitioners, we've highlighted where they link to the [Gatsby Benchmarks for Good Careers Guidance](#).

If you want to chat to a member of our team or ask a question, then use our Live Chat (active every weekday from 10 am - 4 pm) or head over to www.cumbria.ac.uk/contact to leave us a message. Find out how to...

Get into Health and Social Careers

Get into Business

Get Into Policing, Law and Criminal Studies

Get Into Biological, Conservation and Forensic Sciences

Get Into Forestry, Geography and Outdoor Studies

Get Into Creative and Cultural Industries

Get into Teaching

6) Universities sector (HE) and responses to Government Guidance / COVID-19 Secure Learning & Teaching

PLEASE let us know if you feel that you could use extra hands, in the form of an ITT placement student in your school/setting.

We continue to work closely with CCC COVID-19 Education planning group.

Students close to campuses have access to university LFT tests.

ITT students have (nationally) been included in LFT (home testing) provision for school visiting staff. Schools should utilise stock then reorder with data including ITT students.

7) Other UoC events:

<https://www.cumbria.ac.uk/about/events/>

- ['JOHN KEATS: POETRY, LIFE & LANDSCAPES' BOOK TALK BY SUZIE GROGAN](#)
- 12 April 2021 18:30 - 19:30
- Online
- Part of the Changing Perspectives of a Cultural Landscape talk series, writer Suzie Grogan gives us an exclusive insight into her new book 'John Keats: Poetry, Life & Landscapes'

8) AoB!

<https://www.cumbria.ac.uk/about/news/news-search/>

Transformational Borderlands Inclusive Growth Deal to bring multi-million-pound investment to Cumbria

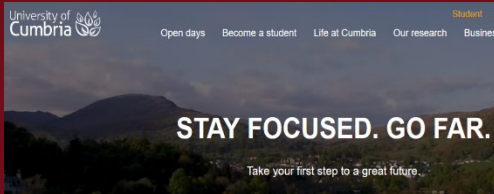


Cumbria is on track to reap major benefits from a multi-million-pound investment through the Borderlands Inclusive Growth Deal. The Deal has been formally signed today (18 March 2021) by Ministers and Leaders at a virtual ceremony, which will see £350 million government investment to the Borderlands area.

The long-term benefits of the Deal will reach all parts of the Borderlands, driving inclusive growth and delivering significant and lasting benefits for individuals, businesses and communities.

Projects agreed in the Deal for Cumbria include:

- **Carlisle Station Gateway** – will see £20m of investment into developing Carlisle Station as the gateway to Carlisle and a key transport hub with connections across the Borderlands area including preparations for the arrival of HS2 in the future.
- **Carlisle Citadels** – use of up to £50m of Borderlands funding to transform the Grade 1 listed Citadels buildings into a new city centre campus for the University of Cumbria, expanding opportunities for local students and drawing in new students to the area.
- **Digital Borderlands** – digital and mobile connectivity is critical to future business performance and even more so for dispersed rural communities in Cumbria. This project will reshape our regional economy through a share of



£32.2m to address the gaps in digital and mobile infrastructure across the Borderlands.

- **Destination Borderlands** - will promote Borderlands as a key place to visit. Projects that have been identified are those which will increase the number of visitors as well as the length of stays.
- **The Place programme** – will see rural towns across the Borderlands region benefiting from a £50m investment programme to help boost economic activity.
- **Encouraging green growth** – there is a commitment to invest £31m in energy projects to support ‘green’ growth through reducing carbon emissions and to contribute to the ambition of the Borderlands region being carbon neutral.

University of Cumbria Vice Chancellor, Professor Julie Mennell recently said:

“We are delighted that the deal has been formally signed today and the transformational Citadels project, in partnership with Cumbria County Council and Carlisle City Council, is on track to progress.

“All partners have worked incredibly hard over many months to get to this point and we thank everyone involved for their tremendous commitment to our city, region and university.

“The role of Cumbria’s university in supporting individuals, our businesses, economy and communities to thrive has never been more important, and this strategic investment will extend our impact and reach further and for many decades to come.”

The Borderlands Inclusive Growth Deal is truly distinctive, covering the largest area of any local growth deal negotiated with the UK and Scottish Governments and the first cross-border deal.

The deal aims to deliver 5,500 job opportunities, attract more than four million extra tourists to the area, improve mobile and digital connections and unlock investment in towns generating £1.1billion to the Borderlands economy.

For more information visit the partnership website at www.Borderlandsgrowth.com

As ever if there is something that you would like to focus on with your staff that could be led through an action research project or you would like some support with please drop us a line!

Contact details on page 1

Thanks

Pat Freeman