



Keele and  
North Staffordshire  
**TEACHER EDUCATION**  
*Rooted in evidence; reaching for excellence.*



Shaw  
Education  
Trust



# SHARING PROGRESS ON OUR 2022/23 KEY PRIORITIES FOR IMPROVEMENT AND SUMMARY SELF EVALUATION DOCUMENT

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KNSTE, in collaboration with all stakeholders in the Initial Teacher Training and Education Partnership, aims to secure excellent professional learning opportunities for both trainees and their General Mentors. KNSTE aims to build and develop a community of teachers who work together collaboratively, critically, creatively and carefully to understand and improve the positive impact that they have on pupil progress and achievement.



# CONTEXT: OUR SUCCESS IS YOUR SUCCESS

## OUR PARTNERSHIP

Our partnership of schools remains consistent with over 150 schools, at least 60 of which are active during any placement period. The partnership's response to Covid-19 has been supportive and enabling throughout. We have not experienced a reduction in placement offers and we have worked with our schools to adjust the programme whilst maintaining compliance.

We are looking forward to developing opportunities for high quality General Mentors (GMs) within those settings through our GM training offer with a renewed focus on DEI. The special schools who are supporting us on the SEND Pathway have been integral in the development of our new English and Communication with SEND specialism which recruited 7 trainees in its inaugural year in 2021/22.

Headlines	2021/22 75 trainees	2020/21 78 trainees
Proficient and Effective	52%	54%
Secure and Effective	48%	44%
Developing Practice	0%	2%
Emerging Practice	0%	0%
Academic Award (Postgraduate Pass)	100%	99%
Academic Award (Professional Pass)	0%	1%
Assessment deferred	3%	2%
Withdrew from course	14%	2%
Overall Employment of course completers	86%	91%

## FLEXIBLE ROUTE

Our flexible route to teaching recruited 15 trainees in 2021/22. Nationally in 2019/20 just 1% of trainees enrolled on a part time ITT course. However, 25% of our cohort at the beginning of 2021/22 were training part time (15 in Flex 1, 10 in Flex 2).

"Flexibility of the course is a real strength - being able to complete the course over two years has allowed me to train to become a teacher." Flexible route AT 2020-22.

## DIVERSITY, EQUITY & INCLUSION

Affinity Group Name	Number of Members
KNSTE Cohort Year groups	Year on year around 90-95% of the cohort
KNSTE Black and Global Majority Ed	6
KNSTE LGBTQ+ Ed	9
KNSTE Disability Ed	13
KNSTE Mental Health Ed	24
KNSTE Research Ed	15
KNSTE Career changers	19
KNSTE Teachers of SEND	24
KNSTE Sharing of great Resources	102

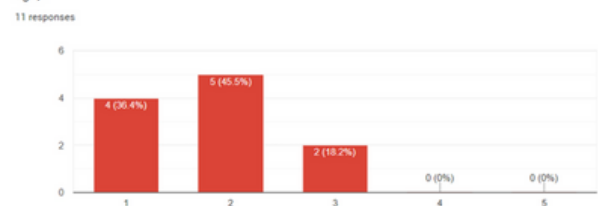
This year we have worked on increasing staff confidence, setting up affinity groups, writing and publishing our statement of intent. We have been able to achieve a lot in 12 months but still have a lot of work to do in years 2 and 3 of our ambitious DEI action plan.

Next year we will continue to work with our GMs to increase awareness and confidence. We will evaluate the impact of the changes in our curriculum and we will ensure that we nurture that sense of belonging in the profession.

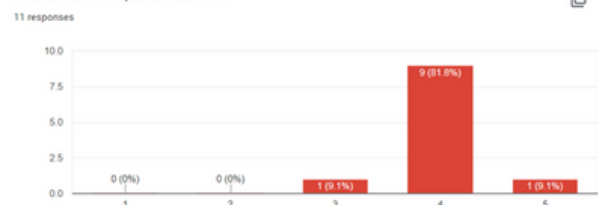
Our work in this area has been focussed on three key drivers for change:

1. Marketing and Recruitment
2. Our Curriculum
3. Trainee Experience

How confident were you with DEI prior to the introduction of the DEI KPI? (around 12 months ago).



How confident are you with DEI now?



## RECRUITMENT AND SELECTION

Our interview decision records, combined with our databases, evidence our recruitment and selection procedures together with our admissions policy and recruitment of offenders policy. All applications are checked to ensure applicants have secured GCSE grade 4 in English, Science & Maths (or an appropriate equivalence) and a suitable Honours degree before commencing the programme. Our interview policies and procedures evidence that we have a rigorous selection procedure that is fully compliant with the DfE's requirements. During the 2022-23 recruitment cycle there was an increase in rejections at stage 1 and withdrawals resulting in a lower % of acceptances. This picture was replicated nationally and an increased focus on marketing was agreed by the Strategic Board to mitigate against lower recruitment.

KNSTE Recruitment	2022-23 Cohort	2021-22 Cohort	2020-21 Cohort
No. of applications	138	173	185
Rejected at Stage 1	24 (17%)	16 (9%)	9 (5%)
Rejected at Stage 2	3 (2%)	6 (3%)	21 (11%)
Withdrawn at any point in recruitment cycle	62 (47%)	61 (35%)	65 (35%)
% Accepted	48 (35%)	90 (52%)	90 (49%)

## THE ESSENTIAL ROLE OF THE GENERAL MENTOR IN A SCHOOL LED PARTNERSHIP

As a partnership we continue to invest significant time in developing and celebrating the role of the GM. We have been pleased to offer them membership of the Chartered College of Teaching (CCoT) with over 60% of our GMs now taking up this offer. We have supported a number of GMs in gaining their Certificate of Evidence Informed Practice (CEIP) and as a staff team are all completing the CEIP with a focus on instructional coaching. Our tier 2 training offer incorporates the CEIP with the same focus of instructional coaching to develop our mentors' skills in coaching and mentoring. We continue to advocate for the use of the Early Career hub available to GMs through their membership and use CCoT articles for our Disposition discussion tasks.

Philosophy for Children and Communities has continued to feature in our work with GMs both as an approach to classroom practice but also as an approach to professional learning development. At KNSTE we see the role of GMs as a key middle leadership role and one that is essential to sustaining the future of the profession and as such will work with the partnership to develop the agency that teachers have in their own development as mentors.

# THE QUALITY OF EDUCATION AND TRAINING

Teachers' Standard	Analysis of 2021/22 outcomes by Standard		
	Informed Connections	Making Connections	Developing Practice
1	61%	38%	0%
2	53%	46%	0%
3	50%	47%	1%
4	57%	42%	0%
5	53%	46%	0%
6	50%	47%	1%
7	57%	42%	0%
8	62%	36%	1%

## COURSE DEVELOPMENTS

The Teachers' Standards underpin our summative assessment framework. Trainees are assessed formatively via our characteristics grid during regular progress points. Following co-analytical dialogue, trainees present their selected evidence to us via a Professional Development Analysis (PDA) meeting where they orally present their evidence to their Lead Mentor (LM). The PDA enables the trainee to make explicit the purposes that lie behind their practices, and so is a demanding, rigorous and enabling process. We know that language matters and we have changed some of our vocabulary to make explicit the links between our rope diagram, which outlines our course structure and the end assessment terminology. Making Connections replaces the terminology of Secure and Effective from previous years and Making Informed Connections replaces Proficient and Effective from previous years.

## The KNSTE ITTE Programme

### Curriculum Knowledge

ASSESSMENT: Principles and Practice  
CCF 6, Enquiry A

BEHAVIOUR and COMMUNICATION  
CCF 1 and 7, Enquiry B

CURRICULUM and SUBJECT KNOWLEDGE  
CCF 3, Enquiry C (Eng, Ma, Sci plus Foundation Subjects) and Enquiry C (Specialism)

DISCIPLINED PEDAGOGY: Making reasoned and informed judgements.  
CCF 2, 4 and 5, Enquiry D

ETHICAL PROFESSIONAL BEHAVIOURS  
CCF 8 and Part Two of the Teachers' Standards, Enquiry E

FAME: Fundamental Academic Mathematics and English

EFFECTIVE AND OUTSTANDING PRACTICE  
Knowledge and Dispositions E and D

LEARNING AND ASSESSMENT  
Knowledge and Dispositions A and D

SUBJECT IDENTITY AND PEDAGOGY  
Knowledge and Dispositions C and D

LEARNERS AND LEARNING  
Knowledge and Dispositions B and D

### QTS Award

Professional knowledge developed through the co-analysis of reasoning and judgements, informed by five professional dispositions

As professional knowledge develops, stronger connections are made between these elements. This strengthening of professionalism is encapsulated in the KNSTE professional characteristics framework.

### PGCE Award

Professional knowledge developed through critical analysis of research and literature in relation to five professional dispositions

### KNSTE's Ethos and Dispositions:

Our ethos is to develop a community of teachers who work together collaboratively, critically, creatively and carefully to understand and improve the positive impact that they have on pupil well-being and achievement. You will develop this through a co-analytical approach that foregrounds your ability to reason and justify your pedagogic choices in relation to the five dispositions articulated below.

**Disposition A:** You will recognise that an understanding of assessment supports you in appreciating where children are and where they need to go next in relation to an aspect of their learning. You will notice how valuing the purpose of assessment helps to determine its form. You will treasure each child's starting point, and this will help you to develop your adaptive teaching capabilities so that your learners thrive and flourish.

**Disposition B:** You will be supported in interpreting and understanding behaviour so that you can create a positive learning ethos. This will be based on positive teacher-pupil relationships and communication, including respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for pupil self-discipline.

**Disposition C:** You will be supported in developing an understanding of curriculum concepts, contexts and content as well as developing your subject and pedagogical knowledge in each of the subjects you will be required to teach. Curriculum design is the creative act of interpreting a curriculum and turning it into coherent, challenging, engaging and enjoyable lessons. Curriculum, together with secure subject knowledge, lies at the heart of good teaching.

**Disposition D:** You will be encouraged to develop your pedagogic reasoning capabilities through disciplined decision making. You will be able to justify why you have selected to prioritise particular teaching approaches in relation to both the subject(s) taught and the learning needs of the pupils.

**Disposition E:** We enable you to reflect on what you believe schools are for, and to develop your own philosophy for education that has been carefully thought through. This is so that your professional behaviours are underpinned by your valuing of professional ethics and virtues.

## CURRICULUM DESIGN

The introduction of the 'rope diagram' and the 5 dispositions underpinned by the Core Content Framework assure our curriculum is ambitious and goes beyond the minimum expectations. We have organised our curriculum in a sequenced, coherent and cumulative way. We have 4 phases which enable trainees to progress in relation to each of the dispositions. The four phases are foundation, building, extending and enriching. In each phase there is purposeful integration between SCITT and school sessions. This is also achieved through the enquiry tasks including the Disposition discussions. The progress points are the opportunity to share achievements and plan next steps.

## 2022/23 KEY PRIORITIES IN RELATION TO THE QUALITY OF EDUCATION AND TRAINING ACROSS THE PARTNERSHIP

KNSTE KPIs are formulated in March each year as a result of the detailed evaluation of the SED. Behind each KPI sits a detailed action plan, the progress of which is reviewed by Leadership and Strategic Board throughout the year.

- To develop our subject specific material through shared GM forums with curriculum representatives from our school clusters, building on the CDC-UK project.
- To develop coherent support for our school-based mentors that relates to the CCF and ECF and develops instructional coaching with co-analysis and noticing, foregrounding professional dialogic practices.
- To develop our four proposed Intensive Training and Practice bundles (ITPs) with GMs, including sustaining the focus on dialogic teaching and learning, oracy and communication for the partnership
- To liaise with partners to develop a L5 apprenticeship route with integrated degree programme so as to widen access to the profession. This will include investigating the merits of a QTS only offer, as well as ensuring that all KNSTE programmes are marketed effectively.

## PROGRESS TOWARDS 2022/23 KPIs

We are pleased to have been involved in national developments towards development of the L5 Associate Teacher apprenticeship.

In the spring term our subject network opportunities begin through our work with Stoke and Staffordshire Teacher Education Collective ([www.sstec.online](http://www.sstec.online)), this will be an opportunity to build upon our subject specific feedback and co-analytical questions alongside our GMs. Our GM forums have been reinstated with opportunities for GMs to get involved in course development and evaluation.

The KNSTE LM team have begun work on our 4 ITPs which focus on Assessment, Behaviour, Early reading with systematic synthetic phonics and Ethical Professionalism so that there is clear synergy with our dispositions. In the spring term 2023 we will continue to develop these bundles of work in each area with a view to piloting at least some of these ITPs in the 2023-24 curriculum.

# LEADERSHIP AND MANAGEMENT

## LEADERSHIP DEVELOPMENTS

The drive to recruit, retain and develop highly effective teachers within the local area is a key feature of our partnership and our data clearly evidences our success. The continuing development of the SEND specialism is welcomed by our partnership. We are developing the use of a dialogic, co-analytical approach. We are also promoting membership of and professional learning with the Chartered College of Teaching as well as the ECF and NPQs.

Our drive for a concept informed curriculum is being sustained and developed through the use of knowledge organisers and our work with the University of Auckland on a Curriculum Design Coherence (CDC) Model, (BERA).

We have been working with the DfE and the Institute of Apprenticeships to develop a Level 5 Associate Teacher Standard with an integrated Foundation Degree. This is an exciting development and opens up conversations for us about expanding our offer.

In the recruitment cycle for the 2023/24 cohort we are offering the option of a QTS only route to teaching and will monitor the interest across the cycle.

KNSTE has established strong working relationships with the Golden Thread Teaching School Hub and are excited to work in collaboration with them.

## WHAT DOES THE PRIMARY PARTNERSHIP NEED TO DO TO IMPROVE FURTHER? (OFSTED 2016)

**Ofsted said:**

Further embed new arrangements for the professional development of mentors to ensure that all are highly reflective in offering well-focused feedback to trainees following observations of their teaching.

KNSTE is offering a tiered approach to GM training including a tier 1 day during which the GM spends time with their trainees for collaborative professional development. For our tier 2 and 3 GM training offer we will align with the Chartered College of Teaching supplementing their courses with networking opportunities within our partnership.

**Ofsted said:**

Develop a specialist training programme for working with pupils who have special educational needs and/or disabilities, to further meet a local need.

We have worked with our special school colleagues to develop SEND as a pathway in its own right for 2021/22. This is in addition to a strong inclusion strand in all our programmes.

"SEND specialism is fantastic- I love the trips, doing level 1 Makaton and the outside speakers' contribution." SEND Trainee 2021/22

## 2022/23 KEY PRIORITIES FOR IMPROVEMENT IN RELATION TO LEADERSHIP AND MANAGEMENT OF THE PARTNERSHIP

KNSTE KPI's are formulated in March each year as a result of the detailed evaluation of the SED. Behind each KPI sits a detailed action plan, the progress of which is reviewed by KNSTE's Leadership team and Strategic Board throughout the year.

5. To fully engage with the accreditation process both as KNSTE, with SSTEM and the Golden Thread Teaching School Hub (GTTSH).
6. To liaise with the Chartered College of Teaching, SSTEM and GTTSH and school clusters, to facilitate a coherent career pathway and profile for General Mentors.
7. To further develop our Diversity, Equity and Inclusion commitments, so as to better inform, and improve access to, our programmes, operation and partnership. This will include a focus on restoration as prioritised in KNSTE's partnership area.
8. To formalise our evaluation procedures so as to further secure our quality assurance processes.

## CO-ANALYSIS

Our ethos is to develop a community of teachers who work together collaboratively, critically, creatively and carefully. One of the ways that we do this is by developing a co-analytical approach. Co-analysis is a reflective and empowering dialogic process that continually drives the improvement of professional practice. It is not mere conversation and it is not just feedback. It is a professional conversation that asks GMs, LMs and trainees to use powerful questions to enquire into their pedagogic choices and reasoning by referencing professional knowledge and principles. Co-analysis enables trainees to see their development as a teacher as an enquiry process, one that is continuous, reflective and that results in a deep appreciation of what it is to be a public professional. We are working on incorporating instructional coaching methods into our co-analytical approach.

## PROGRESS TOWARDS 2022/23 KPIs

KNSTE are pleased to have achieved accreditation to provide ITT post 2024 in the market review process and will continue to engage in this process with the DfE to ensure we are well prepared for September 2024. Next steps in relation to this will be securing the DfE developmental funding grant and furthering our curriculum in line with our bid. We are preparing with our partnership for the increased demands on the mentor role, including the increased training requirements of 20 hours. We are committed to providing purposeful CPD opportunities for our GMs that lead to a development in their mentoring and coaching skills as well as preparing them for the role of a GM with KNSTE. We use our Progress Point visits to QA both the LM and GM support to trainees and take every opportunity to model a co-analytical approach to the conversations.

As a Lead Mentor team we are engaging with the CCoT Certificate of Evidence Informed Practice (CEIP) and we continue to promote opportunities for General Mentors to engage in our tier 2 training offer which incorporates the CEIP.

Our work in relation to Diversity, Equity and Inclusion continues to have impact and we are beginning to share good practice amongst the Shaw Education Trust and nationally at a number of conferences. In this second year of the 3 year action plan our focus has shifted from marketing and outward facing work to the curriculum and the sense of belonging in the profession.

Evaluation and Quality Assurance is an area of focus for us in the coming terms. Course evaluation from trainees and mentors is purposeful and allows us to identify development points and celebrate our successes. We are now ambitious to formalise the documentation of our achievements.