

KNSTE SED SUMMARY 2019-20 AND INTRODUCING OUR 2021/22 KEY PRIORITIES FOR IMPROVEMENT

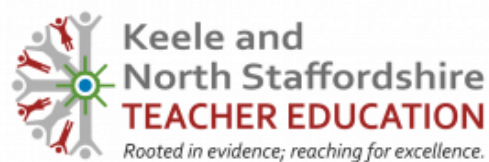
KNSTE, in collaboration with all stakeholders in the Initial Teacher Training Partnership, aims to secure excellent professional learning opportunities for both Associate Teachers and their Teacher Educators. KNSTE aims to build and develop a community of teachers who work together collaboratively, critically,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

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CONTEXT: OUR SUCCESS IS YOUR SUCCESS

OUR PARTNERSHIP

Our partnership of schools continues to grow. Over the past three years we have worked 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 worked with our schools to adjust the programme whilst maintaining compliance. The Expansion Project is in its final year and the schools within the project have moved from being part of a project to part of the KNSTE partnership, we look forward to continuing to work with them and building upon the good work we have started.

We are looking forward to developing opportunities for high quality Teacher Educators within those settings through our Tiered TE training offer. 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.

Headlines	2019/20 83 (7 Flexible ATs)	2018/19 66
Proficient and Effective	30%	43%
Secure and Effective	67%	55%
Developing Practice	3%	2%
Emerging Practice	0%	0%
Academic Award (Postgraduate Pass)	99%	99%
Academic Award Professional Pass	1%	1%
Assessment deferred	3	2
Retention rate	95%	94%
Overall Employment of those who completed the programme	84%	97%

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 website clarifies our entry requirements which are also made clear in a secure interview information area on our website. Our interview policies and procedures evidence that we have a rigorous selection procedure that is fully compliant with the DfE's (October 2019) requirements. As a result of an external evaluation last year and in response to the skills tests requirements being removed, we made some changes to our interview process for the 20/21 cohort recruitment which had to be adjusted again mid-year to accommodate Covid-19 restrictions. We were confident that we were able to maintain the high levels of integrity and the robust nature of the selection process as we know the importance of this to all of our partnership schools. Evaluation of the online procedures during Covid-19 restrictions has revealed some efficiencies in our process that we may adopt in the future.

FLEXIBLE ROUTE

Our Flexible route to teaching attracted 7 trainees in 2019/20 and this has risen to 11 trainees in 2020/21. Nationally in 2019/20 just 1% of trainees enrolled on a part time ITT course, however, for KNSTE 8% of our cohort trained on our flexible, 2 year route in 2019/20 and 12% of our cohort in 2020/21. The introduction of this route to teaching locally has been enabled by the KNSTE Expansion Project and has a strong social justice focus to enable a different demographic of trainee teachers to enter the profession.

DISABILITY, EQUITY AND INCLUSION

Our focus on DEI has enabled us to explore our data which shows that we are below national for our recruitment from minoritised populations. This is in part due to local demographics, but we are also aware that the Keele UG population has benefitted from being increasingly diverse so we want to explore whether we can do more in this area. We have also interrogated how the lived experiences of our ATs is reflected in our curriculum and we see this as an ongoing endeavour and so plan to have DEI as a focus for the next three years to ensure we can make a sustainable and purposeful impact.

THE ESSENTIAL ROLE OF THE TEACHER EDUCATOR IN A SCHOOL LED PARTNERSHIP

As a partnership we continue to invest significant time in developing and celebrating the role of the TE. We have been pleased to offer them membership of the Chartered College of Teaching (CCoT) to support their work and we are now recognised as a CTeach regional provider working with 15 local teachers to gain Chartered Teacher status. We are also in a position to support a number of TEs in gaining their Certificate of evidence informed practice with the CCoT and have advocated for the use of the Early Career Teacher resources linked to the Teachers' Standards available to them through their membership.

Philosophy for Children and Communities has continued to feature in our work with TEs both as an approach to classroom practice but also as an approach to professional learning development. This development is reflected in our key priorities and is based on the analysis of our evaluation data. At KNSTE we see the role of Teacher Educators 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.

Teachers' Standard	Analysis of 2019/20 outcomes by Standard		
	Proficient and Effective	Secure and Effective	Developing Practice
1	37%	60%	3%
2	21%	75%	4%
3	26%	70%	4%
4	31%	66%	3%
5	29%	67%	4%
6	17%	76%	7%
7	37%	49%	4%
8	47%	52%	2%

COURSE DEVELOPMENTS

Core Content and Early Career Frameworks. We have mapped our programme to both the CCF and ECF. This has enabled us to bring to the fore our 5 dispositions and 20 concepts, ensuring that we are enriching our full and substantive coverage of both the learn-how and learn-that statements. We have drawn upon the ECF to aid transition for our ATs and partnership. The Standards continue to be used to underpin our assessment framework. Associate Teachers are assessed via our characteristics grid during progress points, enabling co-judgements to be developed. Following this co-analytical dialogue ATs present their selected evidence to us via a Professional Development Analysis procedure. We do not see practice and scholarship as separate knowledges, but rather different knowledges that hold each other to account through realised practices. The PDA enables the AT to make explicit the purposes that lie behind their practices, and so is a demanding rigorous and enabling process. We are continuing to embed this approach as we re-work our curriculum policy.

We responded rapidly to the national lockdown which meant that 2/3rds of the second placement was conducted remotely. Having evaluated this engagement, we have identified a number of 'Covid-keepers' including ZoomTeach, using Thinking Moves to develop intentionality and a blended approach to both AT and TE support.

EVALUATION OF 2019/20 KPI's

Career changers and our over 25 group have been well supported by Transition to Teach (T2T) although ATs felt that the KNSTE support offered was of equally high if not better quality. This means that despite T2T funding being removed for primary trainees we are confident that we can continue to offer the support needed.

We have created a set of EY principles we will be sharing with our partnership that outlines our ethos in this regard and what we are ambitious to enable for our ATs whilst on placement. These were produced just prior to the first national lockdown and so we decided that it would be inappropriate to implement these at this stage. We have therefore taken this KPI forward into our 2021/2 improvement plan.

CHARACTERISTICS

Where previously we have graded our ATs numerically (grades 1 – 4), we now use a characteristics grid. This change was introduced in September 2019, in anticipation of the revisions to the Ofsted framework. This more developmental approach is consistent with the assessment policy for KNSTE. ATs' professional capabilities are recognised as being typical of either Emerging practice (EP), Developing Practice (DP), Secure and Effective (SE) or Proficient and Effective (PE).

ASSOCIATE TEACHER EVALUATION QUOTES

"Thank you to all at the SCITT for being adaptable and patient with us! I think I speak on behalf of the cohort by saying how grateful I am for how you took on the unexpected and guaranteed that we were able to complete everything despite the circumstances!"

"I definitely feel as though the SEND resources should be integrated within the course (if possible) moving forwards. I feel as though they have already helped me hugely and that they will continue to do so throughout my NQT year and beyond."

"The approach of the tutors is friendly and informative, we are treated with respect and as associates rather than students."

"I thoroughly enjoyed my first placement and my TE was very helpful and supportive, I think the effectiveness of TE's is a strength of the course."

2021/22 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.

- 1.To embed principles for our Early Years specialism so that we share agreed principles across our partnership.
- 2.To liaise with Dialogue Works and the Cambridge University's Oracy and Dialogue teams to further develop our programmes in relation to co-analysis.
- 3.To engage in a small-scale research project with partnership schools and in collaboration with groups from the University of Auckland and Sheffield Hallam University to explore the Curriculum Design Coherence (CDC) Model.
- 4.To further our emphasis on inclusion through the implementation and evaluation of the KS2/3 English and Communication SEND course

LEADERSHIP DEVELOPMENTS

The drive to recruit retain and develop highly effective teachers within the local area is a key feature of the provision and our data clearly evidences of our success. The continuing development of the SEND specialism is welcomed by our partnership, as is our Expansion project. We are developing the use of P4C both within the programme and for TEs, alongside membership of the Chartered College of Teaching.

We are ambitious to work with our partnership schools to develop curriculum design expertise and our drive for a concept informed curriculum is also 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.

As a consequence of the collaborative review of our partnership provision with Keele University, the opportunity to develop a partnership UG route has developed. Planning starts in March 2021

KNSTE has a meaningful contribution to make to our regional Teaching School Hub and so is excited to be part of any appropriate opportunities. Our partnership has been enabled by KNSTE, and so it is vital that KNSTE continues to serve the partnership by being agile in its response to national, regional and local initiatives.

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 TE training including a tier 1 day during which the TE for placement 2 spends the day with their ATs for collaborative professional development. Tier 2 and 3 TE training is offered focusing on co-analysis which is now embedded within our tier 1 training.

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.

KNSTE is offering SEND as a pathway alongside other specialisms in 2019/20 and we have been working with our special school colleagues to develop SEND as a specialism in its own right for a September 2021 start. An English and Communication with SEND (7-14) specialism has been advertised and we are currently recruiting for this specialism.

EVALUATION OF 2019/20 KPI's

KNSTE benefitted from a pilot inspection in February 2020, and whilst there is no formal grading, oral feedback was highly positive and has encouraged KNSTE to continue with our trajectory in relation to the Core Content Framework, the new Ofsted inspection framework and our curriculum development.

The staffing restructure which KNSTE underwent in 2019/20 has resulted in a sustainable staffing structure with capacity to enable future development.

Nationally AO recruitment has increased which has been reflected in our own provision for 2020-21. This is in part due to delayed demand but can also be attributed to our work with the Expansion Project on teacher and trainee recruitment in the South of the county.

Paragon is now an integral part of our training and was particularly enabling during remote learning. This has been an excellent innovation for us and is embedded in the programme although we will continue to monitor and develop the impact of it.

The Art and Design course started September 2020 with 3 ATs and we have already recruited 4 for 2021/22 (March 2021) and so we are confident that this is an expanding specialism and important for Staffordshire (known as the creative county) and Stoke on Trent, with its worldwide reputation for ceramics.

As we responded to the impact of Covid-19 we revised all our enquiries and so have significantly developed Enquiry 8 with a focus on empathy, ethics and wellbeing. We have, therefore, been able to succeed in our ambitions in the development of this aspect of the programme and it is now an embedded element in our curriculum which we will continue to build upon.

QUALITY ASSURANCE

Feedback from ATs recognises our informed capability and capacity to act quickly to identify and address mentoring and training needs. We now have revised our TE guidance to reflect this. We have developed a suite of TE videos which can be accessed at any time mitigating against any mid- placement changes to TEs. This is available on the TE area of Paragon. We have moderated our final tutorial procedures through a collaborative online model and are developing a more robust system of peer reviews and moderation for tutors so that we sustain our consistent approach.

2021/22 KEY PRIORITIES FOR IMPROVEMENT IN RELATION TO LEADERSHIP AND MANAGEMENT OF 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.

5. To further develop our partnership with Keele University ensuring the sustainability of our programmes.
6. To liaise with the Chartered College of Teaching, and others to facilitate a coherent career pathway and profile for Teacher Educators.
7. To further develop our Diversity, Equity and Inclusion awareness and commitments, so as to better inform, and improve access to, our programmes, operation and partnership.
8. To contribute to the priorities of the locality's Teaching School Hub (TSH) so as to sustain and develop high quality initial teacher training and education for the region.