



KNSTE

Key Improvement Priorities

2019/2020 Summary



Keele and North Staffordshire Teacher Education

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The context that has informed our Key Priorities identified for 2019/20

It felt useful to just add an introduction to our KPIs for 2019/20. This is not something that we have previously included in such documents, but given the changing landscape within which we work, it felt particularly pertinent. The main bullet point indicates the national picture and the subsidiary bullet points highlights KNSTE specific contextual information:

- The DfE's Teacher Supply Model estimates that nationally there is the need for 1,536 fewer primary trainees, an 11.8% decrease
 - KNSTE's 2019/20 cohort is the largest cohort that we have recruited to, so we are mindful that this could be tricky to sustain. We have a flexible provision that can expand to an absolute maximum of 90 and our programme can run on a cohort of 50 with the appropriate staffing adjustments
 - We recognise that our 2018/19 data whilst being authentic to the cohort, represented a decrease in outcome data for us. Our analysis suggests that this is cohort rather than programme specific. We have therefore set our 2019/20 KPIs in relation to sustaining or improving on our the 2017/18 data rather than considering 2018/19 as a benchmark. We recognise that this is ambitious, and we will monitor this. If it does prove to be that our 2017/18 data represents a trend rather than a 'blip', we will then reconsider our methodology for our 2020/21 data informed success criteria.
- The DfE's Teacher Supply Model states that there has been an increase in the number of undergraduate routes, this reduces the need to recruit postgraduates
 - KNSTE is mindful that Staffordshire University now has a primary undergraduate route and so recognises that this is meeting a local need. KNSTE's data and reputation continue to enable the partnership to value the programmes that we offer.
- The DfE's Teacher Supply Model for the first time has included NQTs entering service via the assessment only route. This reduces the requirement for postgraduate ITT trainees.
 - KNSTE welcomes the inclusion of this data and subsequent analysis of our own statistics will benchmark our AO provision against national data. Our AO route has increased in numbers and is recognised as being highly rigorous. It is meeting a local need, as evidenced already by the take-up by our Expansion Project Schools.
- The DfE has introduced a new Core Content Framework for ITT, published October 2019 for implementation in September 2020
 - KNSTE welcomes this, particularly with its consistency with the ECT. In January 2020 the KNSTE team will share with Strategic Board an audit of their provision in relation to the core-content expectations. Our programme aligns well with the revisions.
- The Early Career Framework comes into force from September 2021
 - KNSTE continues to work in partnership with our Teaching School Alliance and School Direct Cluster leads to share our provision and liaise with transition. This will be an area of focussed activity for us in Summer 2020/ Autumn 2020 as our locality prepares for this implementation.
- The DfE and Teaching School Council are working towards a Hub model
 - KNSTE is delighted to work with a large number of Teaching School Alliances and School Direct Clusters and so in many senses already offers a primary initial teacher education hub model.

The context that has informed our Key Priorities identified for 2019/20 (cont.)

- **The DfE's Workload Initiatives** – KNSTE has adapted its programmes in the light of **Addressing teacher workload in initial teacher education (ITE)** and UCET's advise in relation to professionally acceptable workload prioritisation
 - KNSTE has introduced a new Empathy, Ethics and Well-being strand to the programme for 2019/20 and we will be both monitoring and evaluating the impact of this.
 - KNSTE has moved from 'assessment' points to development points and we feel that this is more consistent with our ethos and will help to reduce any sense of 'performance anxiety' that our ATs may experience, whilst sustaining the rigour of our programme. We will monitor and evaluate this.
 - We have reduced the number of professional enquiries and introduced a new on-line management system. We will monitor and evaluate the impact of these initiatives.

- **Ofsted ITT Inspections – a new framework** is planned for implementation from September 2020. This will potentially focus on curriculum balance, the sequencing of theory and practice in ITT programmes, mentor support and guidance, the training of teacher educators, and the quality of communications between centre-based provision and placements
 - KNSTE welcomes these foci and looks forward to auditing and further developing its provision in relation to these and the KPIs in this document strongly relate to this endeavour. We are particularly keen to further develop our support for Teacher Educators and see this as a key curriculum pathway. We will also seek to strengthen even further our relationship with the Chartered College of Teaching. We have also been pleased to support a Curriculum Design Coherence (CDC) project within our partnership building on our previous evidence-informed curriculum development work (Research Breakfasts and Laurel Trust Project) as well as our prioritisation of Philosophy for Children as both a practice and a pedagogy which has informed our analysis.

- **Stoke on Trent Opportunity Area** – we have been heavily involved in this essential local initiative, both on the Board and as the local Research School. Our Research School contract ends in August 2020, and whilst the OA will now continue until August 2021, there is no guarantee that the Research School will.
 - KNSTE recognises the local need and is pleased to be contributing to reducing the effects of social deprivation through offering a high quality initial teacher education provision within the locality, both across the city and Staffordshire. In terms of the city we are aware that we are working in an area where the level of deprivation in the area is high. According to the Stoke-on-Trent Children, Young People and Families' plan 2016-2020 the latest edition of the Indices of Deprivation (2015) ranks Stoke-on-Trent as the 14th most deprived district in England compared with its previous rank of 16th. Based on a snapshot, as at 31st August 2013, there were 14,810 children and young people living in poverty (low-income families) in the city.
 - Through both the Research School and Expansion Project we will continue to make a contribution. The OA commissioned report to explore local recruitment and retention issues. The recommendations are that the OA supports; a targeted communication campaign, develops a resources school fund to offer a local bursary system, invests in well-being and mentoring and sustaining a consistent school leadership. KNSTE is pleased to be contributing to the communications campaign, investment in well-being and mentoring through its programme revisions and teacher-educators support. KNSTE is supporting school leadership through the Expansion project and its curriculum design work.

Key Priorities identified for 2019/20

Key priorities for improvement in relation to quality of outcomes for Associate Teachers.

1. To ensure that we access additional support for our career changer entrants to the profession and those ATs lacking in confidence so as to enable them to make the transition from our programme into employment .
2. Further develop the use of Knowledge Organisers in relation to LoPs and Focus Lessons so that ATs are more confident of the key concepts in preparation for meaningful curriculum design.
3. Embed priorities for our Early Years specialism so that we share agreed principles of practice across our partnership.

Key priorities for improvement in relation to quality of training across the partnership

4. To develop TE and NQT forums to provide opportunities for qualitative feedback in addition to the quantitative feedback mechanisms, including a particular emphasis on TS5, TS6, and planning in relation to the workload initiative.
5. To develop our Tier 3 training programme to ensure that it furthers our ethos of co-analysis as well as an emphasis on professional knowledge.
6. To implement our new planning tool for sequences of lessons as a way of addressing the workload recommendations for ITE.
7. To engage in a small –scale research project work with partnership schools and in collaboration with a group of researchers from the University of Auckland exploring the use of Curriculum Design Coherence (CDC) Model Principles.

Key priorities for improvement in relation to leadership and management of the partnership

8. To develop an appropriate staffing structure in relation to the changing landscape of ITE, the Research School and the potential for further bids.
9. To support the Expansion Schools in the recruitment of trainees and development of Teacher Educators
10. To evaluate the impact of Paragon taking into account all stakeholders opinions.
11. To develop a new Art and Design specialism and revise the English and Connected Curriculum specialism to be English and the Performing Arts. For 2020/21 programme.
12. To evaluate the impact of the Professional Ethics, Empathy and Well-being strand on AT's capacity to take control of their workloads