Setting Out the Future Content of Initial Teacher Training

Stephen Munday, CEO, The Cam Academy Trust & Chair of the Independent Expert Group developing a Programme of Core Content for ITT courses in England
Why have a new framework of core content for ITT?

- The Carter Review identified variability amongst ITT provision. A framework of core content was recommended.

- The feedback during the review into a programme of core content suggested broad support for an appropriate programme of core content.
The approach to constructing the programme of core content

- Meetings organised with and communications encouraged from key stakeholders in ITT
- Meaningful discussion amongst the expert group, representing a range of perspectives
- Brevity (but covering the key points) seen as the right approach
- The Teacher Standards upheld as the framework for the programme
The published programme of core content

- The Teacher Standards are the starting point for each section of the programme of core content.

- After each standard, an explanation of what providers should be expected to do to support the development of this standard with trainees where such an explanation is seen as helpful/necessary.
An example: SEND and Initial Teacher Training

Explanation is under the relevant part of the Teacher Standards: Standard 5, ‘Adapt teaching to respond to the strengths and needs of all pupils’

A significant amount of explanation is provided for SEND training input, suggesting clearly that this is important and should form an important part of all ITT programmes
Providers should ensure that trainees understand the principles of the SEND Code of Practice, are confident working with the four broad areas of need it identifies, and are able to adapt teaching strategies to ensure that pupils with SEND (including, but not limited to, autism, dyslexia, attention deficit hyperactivity disorder (ADHD), sensory impairment or speech, and language and communication needs (SLCN) can access and progress within the curriculum. Providers should ensure that SEND training is integrated across the ITT programme.
Trainees should be able to recognise signs that may indicate SEND, and support common educational needs through review of their teaching, making adjustments to overcome any barriers to progress and ensuring that pupils with SEND are able to access the curriculum. These should take the form of a cycle or ‘graduated approach’ in the classroom. This should involve assessing pupil need, planning, reviewing and implementing change to support pupil progress, as referenced in the Code of Practice.
Recommendations made in the report

Recommendation 1:
The framework of core ITT content should be adopted by the Department for Education, and used as one of the key measures of quality when allocating ITT places in future.
Accepted
Recommendations made in the report

Recommendation 2:
Ofsted should have due regard to the framework of content as part of its ITE inspection, and should use the framework of content when making judgements about the quality of training and the leadership and management of an ITE partnership.

Noted
Recommendations made in the report

Recommendation 3:
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.

Accepted
Where next?

DfE has to confirm the quality criteria for allocating ITT places
Where next?

ITT providers can make use of the programme to look at, audit and re-design (as appropriate) their ITT courses
Where next?

A group of representatives of ITT providers is being convened to consider the future shape and design of ITT courses in light of the publication of the programme. DfE aware and supporting, but not a DfE group.
Where next?

The Teaching Schools Council is convening a group to look at recommendation 3 (CPD provision for the early years in teaching) and how it might be taken forward.