

Minutes of Meeting

**Strategic Implementation Planning Group**

Wednesday 24 April 2024

BC 112 Baring Court and MS Teams, St Luke’s Campus,10:00 – 12:00

|  |  |  |
| --- | --- | --- |
| Agenda item |  | Action: |
|  | **Attending**: Tom Ralph (TR) (Chair) School of Education,  Fiona Bosley (FB) Partnership Office, Ruth Flanagan (RF) School of Education,  Lisa Fripp (LF) Partnership Office, Corinne Greaves (CG) Partnership Office,  Nick Heath (NH) Huish Academy Trust, Heidi Long (HL) Partnership Office,  Dan Polak (DP) TEAM Multi-Academy Trust, Bryan Smith (BS) School of Education,  Annabelle Thomas (AT) Teignmouth School, Julie Walker (JW) Fiveways School,  Annabel Watson (AW) School of Education, Gini Williams (GW) Partnership Office,  Kathryn Fyfe, Partnership Office (notes)  **Online:** Adam Gutteridge (AG) Millfield School, Rhys Harris (RH) Paignton Academy, Neil Vincent (NV) The Woodroffe School, Fergus Wilson (FW) Millfield School.  **Apologies**:  Luke Graham (School of Education), Nick Lecharpentier (Blundell’s School),  Claire McKimm (Stoke Hill First School), Jamie Sullivan (Stoke Hill Junior School), |  |
|  | **Welcome and Introductions:**  TR, Head of ITE, opened the meeting. |  |
| 1. | **PGCE Improvement Plan**  TR introduced the Key Performance Indicators and Quality requirements for 2024/25 and summarised new courses for 24/25 including primary changes and Secondary Geography and Biology with PE.  **A new PGCE Staff Handbook will be created for 24/25.**  **Discussion to gather ideas from SIPG members about what should be included.**  **Suggestions and themes included:**   * A flow chart to clarify roles and responsibilities – ITEC, Mentor, Lead Mentor, Senior Lead Mentor, Programme Directors, Head of ITE, Partnership * Guidance on processes in relation to trainee support issues, summarise support services and clarify who to refer to for support issues * Disclosure of disability processes * Where information is stored including what is on the Mentor Zone, IDP guidance, ELE, trainee handbook * DBS processes for both trainees and University Lead Mentor visits – what should and shouldn’t be shared, who to refer safeguarding concerns to * Mentoring training requirements including what to do if a mentor changes at the last minute or mid-way through a placement   **Improving recruitment to ITE**  Update on press releases focusing on the new regional ITE hubs. TR also appeared on BBC Devon news [University of Exeter teacher training to be offered at rural hubs - BBC News](https://www.bbc.co.uk/news/uk-england-devon-68033129). The Team is producing more marketing materials including banners and leaflets.  SIPG members discussed what could be done to encourage trainees to come to Exeter to do their PGCE and to increase visible presence locally in the context of recruitment to teacher training nationally being a challenge.  Ideas noted:   * One of our Lead Partners piloted an open day for prospective trainees which was straightforward to organise. This included a morning and lunch with the chance to observe lessons and see how a school functions. Could role this out more widely * This approach encouraged applications from career changers and more diverse candidates from the local community * Wider discussion around the need to make teaching an attractive offer, the competition is against jobs offering flexible home working etc. * More social media- Facebook is a good platform for second career workers which brings in a motivated demographic. * To raise awareness of new University 20% discount on fees to alumni and friends and family. * More marketing on benefits of attending a university – research, academics, support services etc * Attend 6th form career sessions   **Formalising Social Justice in PGCE**  Discussed as a possible optional module which could include educational experiences during the taught course. Ideas from SIPG members:   * Potential opportunities in alternative settings such as Devon Short Stay / Deaf Academy or schools with alternative provision * Placements in areas of low social mobility such as North Devon * Visits to Children’s Centres * ‘Badge’ an Exeter PGCE as linked to social justice * Focus on PSHE training as lack of teachers with experience of this | **Action:**  Staff handbook to be developed for 24/25 academic year  Explore developing school tasters to support recruitment  Consider social media presence  Consider how to raise awareness of 20% discount and benefits of attending a university for PGCE  TR to lead development of optional module for 25/26 with primary and secondary teams |
| 2. | **Intensive Training and Practice (ITAP) plans**  All training providers are now required to include four ITAP weeks for 24/25. There is specific focus on an aspect of teaching with expert input and time in school.   * Secondary – Learning Environment, Assessment, Adaptive Teaching, Literacy and Numeracy across the curriculum. School experience embedded into placements. * Primary – Early Reading, formative assessment, effective questioning, adaptive teaching. Grouped as a week each with one day of school experience. The first two Primary ITAPS are in non-placement schools.   SIPG members discussed whether the school ITAP activities looked manageable.   * Primary - large groups of trainees in specific schools could be challenging * School members commented that there was a lot of things to deliver in the school day so it might need reducing and logistics considering * Secondary: having the prescriptive ITAP 1 which includes planning was positively received by school as it would mean that everyone has at least have some input and opportunities to plan lessons. Some schools now insist on using pre prepared planning which can then be challenging for trainees when they move to school 2. * Behaviour has escalated in ways that no one could have anticipated so the first ITAP focus could really help to get them established and retained. | **Action: TR and team**  Primary team to review school day input to ensure manageability |
| 3. | **The new Mentoring Curriculum – reducing impact on schools**  BS presented the new mentor training format, seeking to both minimise and maximise impact in schools.   * UNIT 1 - NASBITT units – (10 hours). This is general mentoring with a series of choices available. * UNIT 2 – (5 hours equivalent) – Exeter Model training, plan to prior-accredit if mentors have completed training in last 2 years. * UNIT 3 – (5 hours) - development through communities of practice. * Year 2 will require 6 hours a year, comprising 1 hour of Unit 2 refresher and 5 hours of Unit 3 annually.   **Discussion - what should mentor meets look like:**   * PSHE focus would be helpful * Best way to observe a lesson – in some schools it is now about the narrative. It would be useful to talk as a group about what others do and best practice. * Input on giving feedback * Training in different locations * Sharing good practice and experiences * Looking at phases and scenarios * ‘Surgery’ time could be available to book time and deal with a problem. * Some classrooms have video capability to review lessons, evaluate and improve. Could a lesson be recorded and then mentors could view it together | **Action:**  Develop Unit 3 - BS |
| 4. | **Employability**    **Asked school members to discuss safer recruitment practises such as checking social media presence. Advise to be provided to trainees**:   * Schools confirmed that responsible social media presence is a crucial element of trust and confidence within the community * Social Media history does influence recruitment decisions and it is vital that trainees realise that their social media legacy will be checked. Some schools use professional ‘diggers’ to delve into histories. * Trainees need to be aware that there is a difference between the right to free self-expression and their professional identity and relationship within the learning community. The Teachers’ Standards are guidance. * One school that uses Steplab conducts a joint lesson observation and joint feedback so they can establish whether the applicant is coachable. * Interviews might ask trainees to do more things on the day rather than get the trainee to pre-plan e.g. here is a subject – write a lesson plan and deliver it within an hour. This prevents AI issues and is realistic of teaching.   **Adjustments and Recruitment – advise for trainees from school members**   * Encouraged trainees to ask for adjustments as it’s a good measure of how supportive a school would be once they work there. | **Action:**  Add advice to employability newsletter and review employability input.  Schools could deliver session on social media legacies/ recruitment practices. |
|  | **Date of Next meeting**  The dates of the next SIPG meeting will be in the spring term 2025 and invites will be circulated. |  |