

PROFESSIONAL DEVELOPMENT FOR NEW TEACHERS

Ensuring consistent high-quality training



KEYNOTE SPEAKERS

Reuben Moore *(Invited)*
Executive Director
Teach First

Professor Susan Robertson
Professor of Education
University of Cambridge

Professor Sam Twiselton OBE
Director
Sheffield Institute of Education

Laura Barritt
Head of Secondary School Teacher
Training, University of Buckingham

Thahmina Begum
Headteacher
Forest Gate Community School

David Gumbrell *(Invited)*
Author & Founder
The Resilience Project

Sufian Sadiq
Director of Teaching School
Chiltern Learning Trust

Amy Page
Director of Deputy Headteacher
Shires Teaching School Alliance

James Siddle
ECT Programme Director
South Bromsgrove High

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CODE 8821

“ Our aspiration is to create a truly world-class system of initial teacher preparation that is grounded in robust and up-to-date evidence, which equips teachers with the professional knowledge and expertise that they need to begin their careers and prepares them for their early career induction, once qualified. ”

Ian Bauckham *Chair, ITT Market Review*

DESCRIPTION

The winds of change are sweeping through initial teacher training in the U.K, undergoing what could be considered the single greatest revision in its history, laying the foundation for a truly world class teaching profession.

Responses to the ITT Market Review's report have been broadly positive underlying a clear agreement that teacher training is indeed in need of reform. Where issues arise is in the questioning of its execution; from the reality of supposed timescales for implementation to the potential prescriptiveness of a single model curriculum.

This timely and inspiring event gives opportunity for headteachers and senior leaders to hear from leading experts and practitioners on the key issues of the ITT reforms and approaches on reshaping teacher training to equip teachers with what they need which prepares them for their early career induction.

WHO SHOULD ATTEND

- Headteachers and Principals
- Vice Principals & Deputy Heads
- Assistant Heads
- Directors of Initial Teacher Training
- ITT/ECT Coordinators
- Senior Leaders - Teaching & Learning
- ECT Mentors
- School Governors
- Heads of Department
- Teachers
- ECTs
- Trainee Teachers

BENEFITS OF ATTENDING

- Hear the latest from leading experts on the ITT reforms
- Discover how to navigate the governments ITT reforms and the new ECT framework from those who contributed to them
- Implement strategies to provide an outstanding ITT programme and secure future retainment
- Analyse methods to implement an effective transition from ITT to ECT
- Embed a model for career progression from ECT to Headship
- Define the new essential practices for effective mentorship
- Consider the future role SCITTs post 2021/22
- Learn new methods to embed resilience in trainees

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|---|---|--|---|--|
| Introduction & Welcome Keynote Educational | 10.00am - 10.10am | | | |
| The ITT & ECT Reforms; Debunking Myths & Addressing Key Misconceptions <ul style="list-style-type: none"> ● Is a single prescribed curriculum at the heart of reform? ● What is the future for SCITTs & HEIs? ● How will the reforms effect attracting new applicants? ● Are reforms suggested by the market review irreversible? Reuben Moore <i>Executive Director, Teach First (Invited)</i> | 10.10am - 10.50am | | | |
| BREAK | | | | |
| The Cambridge Critique <ul style="list-style-type: none"> ● Universities' Response to the new Initial Teacher Training Reforms ● Why there's no single "right" way to train teachers ● Do the reforms erode long-standing partnerships between universities and schools? ● Cambridge's suggested priorities for, and amendments to, initial teacher training Professor Susan Robertson <i>Professor of Education, University of Cambridge</i> | 11.10am - 11.50am | | | |
| Transformative Change; Revolutionising the Quality of Your Current ITT <ul style="list-style-type: none"> ● Is your ITT Training addressing the real crux of the challenges currently facing ITT? ● Evaluating your own ITT programme - "what's working well?" ● Revolutionising the quality and relevance of your trainers' experience, ● Humanising your ITT training; putting the trainee at the centre of thinking Professor Sam Twiselton OBE <i>Director, Sheffield Institute of Education</i> | 11.50am - 12.30pm | | | |
| LUNCH | | | | |
| WORKSHOP STRAND ONE | | | | |
| <table border="1"> <tr> <td data-bbox="76 1050 544 1485"> 1A What Makes Outstanding ITT? <ul style="list-style-type: none"> ● Attracting high-calibre applicants ● Integrating trainees into all aspects of school life ● Training in school from day one ● Striking the balance in a training programme between developing subject/phase knowledge and cultivating a trainees professional autonomy Sufian Sadiq <i>Director of Teaching School Chiltern Learning Trust</i> </td> <td data-bbox="544 1050 1027 1485"> 1B Securing an Effective Transition from ITT to ECT <ul style="list-style-type: none"> ● Buffering against the "pinch points" of the first year of teaching ● Introducing ECT expectations within an ITT programme ● The benefits of maintaining the trainee/mentor relationship into the first qualified year ● Supporting ECT wellbeing and mental health through peer on peer social activities Laura Barritt <i>Head of Secondary School Teacher Training University of Buckingham</i> </td> <td data-bbox="1027 1050 1517 1485"> 1C ECT Retention: Progression Routes from Day One <ul style="list-style-type: none"> ● Creating an ethos of encouragement for ECT ambition ● Defining clear career progression routes from day one ● Stoking the growth of specific professional interests ● When is the opportune moment to bestow milestones of responsibility? Thahmina Begum <i>Headteacher Forest Gate Community School</i> </td> </tr> </table> | | 1A What Makes Outstanding ITT? <ul style="list-style-type: none"> ● Attracting high-calibre applicants ● Integrating trainees into all aspects of school life ● Training in school from day one ● Striking the balance in a training programme between developing subject/phase knowledge and cultivating a trainees professional autonomy Sufian Sadiq <i>Director of Teaching School Chiltern Learning Trust</i> | 1B Securing an Effective Transition from ITT to ECT <ul style="list-style-type: none"> ● Buffering against the "pinch points" of the first year of teaching ● Introducing ECT expectations within an ITT programme ● The benefits of maintaining the trainee/mentor relationship into the first qualified year ● Supporting ECT wellbeing and mental health through peer on peer social activities Laura Barritt <i>Head of Secondary School Teacher Training University of Buckingham</i> | 1C ECT Retention: Progression Routes from Day One <ul style="list-style-type: none"> ● Creating an ethos of encouragement for ECT ambition ● Defining clear career progression routes from day one ● Stoking the growth of specific professional interests ● When is the opportune moment to bestow milestones of responsibility? Thahmina Begum <i>Headteacher Forest Gate Community School</i> |
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| WORKSHOP STRAND TWO | | | | |
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| Networking | | | | |

Keynote Speakers

Reuben Moore *Invited*

Executive Director, Programme Development, Teacher First

Reuben is responsible for developing new programmes that attract great people and support them to be expert teachers and leaders. He and his team also work to make sure all programmes, current and new, meet the needs of schools that need it most. He has been with Teach First for eleven years, first as Local Director and then leading Initial Teacher Education work with universities. Before that, he spent 12 years as teacher and leader in schools and higher education. Reuben is a founding fellow of the Chartered College of Teaching, served as a member of the Expert Advisory group that created the Early Career Framework, and Chair of Governors at a local primary school in Leeds.

Professor Susan Robertson

Professor of Education, University of Cambridge

Susan completed her doctoral research in Sociology/Policy at the University of Calgary, Canada in 1990. Prior to this she had worked in the Research Division of the Ministry of Education, Western Australia. Since completion of her doctorate, Susan went on to hold academic posts at the University of Auckland, University of Bristol and, since 2016, at the University of Cambridge. In the Faculty of Education, aside from teaching undergraduate and graduate sociology of education classes, Susan is convenor of the Culture, Politics and Global Justice research cluster, Editor-in-Chief of the journal *Globalisation, Societies and Education*, and Director of the Doctoral Programme. She also sits on the ESRC's funding council.

Professor Sam Twiselton OBE

Director, Sheffield Institute of Education

Professor Samantha Twiselton, OBE is the Director of Sheffield Institute of Education at Sheffield Hallam University - a national centre of education research and practice, recognised for its excellence and innovation in teaching and learning. In this role she uses her research and practice in the development of teacher expertise to develop a range of innovative workplace embedded approaches to Initial and Continuing Teacher development.

Sufian Sadiq

Director of Teaching School, Chiltern Learning Trust

Sufian is Director of Teaching School at Chiltern Learning Trust - overseeing two Regional Teaching School Hubs. He is a Fellow of the Chartered Institute of Educational Assessors and Board Member and Fellow of Chartered College of Teaching. An experienced teacher, trainer and examiner with a real passion for equity, diversity and inclusion. Sufian holds trustee positions in several local and national organisations, which challenge and champion equity across the sector for young people.

Thahmina Begum

Headteacher, Forest Gate Community School

At just 33, Thahmina Begum is believed to be one of the youngest headteachers in the country, she heads up Forest Gate Community School, an 'outstanding' secondary school with GCSE results in the country's top 50. In 2019, her students registered a Progress 8-score of one, the highest in Newham - meaning its rate of improvement was an entire GCSE grade better than pupils with similar backgrounds nationally. Begum has stepped up from her role as deputy headteacher to take the reins, having led the school's English department, ranked among the best in the country, a remarkable achievement considering far more pupils than the national average speak English as an additional language. Incredibly, Forest Gate Community School has achieved its outstanding Ofsted rating despite being large and having a higher than the national average proportion of pupils eligible for free school meals.

Amy Page

Deputy Headteacher, Shires Teaching School Alliance

Shires Teaching Alliance is a partnership between Studley High School (the lead school), the University of Worcester and a group of other local outstanding or good schools, offering the opportunity to train to teach through a one year post graduate programme.

James Siddle

Deputy Headteacher & ECT Programme Director, South Bromsgrove High

James Siddle is a Deputy Headteacher at South Bromsgrove High and Director of the Teaching School's ECT Programme. He has been training and supporting trainees and ECTs for over fifteen years.

Laura Barritt

Head of Secondary School Teacher Training, University of Buckingham

Laura is currently Head of Secondary PGCE and in 2019 was invited to speak internationally at the SLSA (Society for Literature, Science and the Arts) 'Experimental Engagements' transdisciplinary conference in Irvine, California. At the conference she presented her work on 'Rendering realities - a speculative approach to the life-world of adolescent artists' which highlighted the process of 'abstraction' and its interpretation at different ages. She was a Head of Faculty at an independent school and a Team Leader for the exam board EDUQAS/WJEC, where she moderated work across England and Wales. Laura has experience in both State and Independent sectors and has taught across KS2-KS5 and also at university.

David Gumbrell *Invited*

Author & Founder, The Resilience Project

David Gumbrell is an educational consultant, working in schools to support teachers with their resilience and also with teacher training providers and student teachers. He delivers INSET days, 1-2-1 coaching sessions, and speaks at headteacher conferences. Drawing on over 20 years of teaching experience, including 7 years as a headteacher, and research conducted at Kingston University, he is well placed to nurture the development of those new to the profession (as well as those who have been teaching for a little longer).

Feedback from previous conferences

“ I felt really empowered after this conference - gave me practical strategies I can take away and immediately apply, so thank you! ”

Wallington High School for Girls

“ Strong overall impressions - well organised, varied programme and valuable resources. Has met my expectations of a conference in that it has given me much food for thought, stimulated ideas and provided me with some methods & strategies to take away. ”

Kingsbury High School, London

COSTS

1st delegate rate £379 +VAT

2nd delegate rate £349 +VAT

3rd delegate rate £319 +VAT

Costs include:

- all speaker presentations
- full set of conference notes
- materials, and resources
- CPD Certificate

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Keynote Educational Limited
50a Alderley Road
Wilmslow
SK9 1NT

T: 01625 532974

E: online@keynote.org.uk

W: keynoteeducational.co.uk

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