Policy changes in England and their likely impacts on ITE

GTE Conference 2020

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Education Inspection Framework

- Key 'lever' in education
- Quality of Education judgement means a focus on what is taught, not only how it is taught
- Renewed emphasis on subject-specific knowledge and skills acquired by pupils and on progression in subject disciplines
- Responds to the concern of HMCI Amanda Spielman that curriculum thinking has been eroded in recent years and that 'when data trumps substance, it is curriculum, teaching and learning that suffer'

Quality of Education

- Personal development
- Attitudes and behaviour
- Leadership and management

Overall Effectiveness
Is there a vision for geography and how does it reflect and support the school context?

How clearly are expectations and end goals built into the curriculum?

How good is teachers' subject knowledge and knowledge of how geography is taught and learned?

How well does teaching embed secure understanding and how does assessment support this?

How has curriculum content been selected and sequenced and how does this reflect the vision?

How do high-quality resources and specialist approaches such as fieldwork support learning?

How does the curriculum develop understanding about key geography concepts such as place, space, environment?

Which teaching approaches work best in specific circumstances and why?

How do geography knowledge and skills prepare all pupils for the next stage of education?

What do pupil outcomes tell us about the appropriateness of the curriculum intent?

To what extent have pupils progressed towards curriculum 'goals' and evidenced what they can remember about the content studied?
Early Careers Framework

Why subject must be at the heart of teachers' early career framework

A letter from subject associations urges the DfE to prioritise subject-based mentoring

By Various
14 May 2019

ITT core content framework and Ofsted
ITT commentary
A shift in emphasis?

• A structured package of support for new teachers over *three* years

• Importance of a *planned* ITE curriculum

• A quality ITE curriculum depends on good *communication* across the partnership
A shift in emphasis?

- Training priorities – subject, SEND, behaviour
- Higher expectation of mentors
- The role of education theory, research and expertise of trainers
ITT Core Framework: Teaching Standards reinterpretation?

- Specific aspects of how pupils learn
- More rigour in subject/curriculum
- Change of emphasis in assessment
- Stronger notion of professional practice
Discussion

• Do you detect a change of emphasis in policy?

• What challenges and opportunities does this bring for providers?

• How can members of the GTE community support each other?