Minutes of the PCET Strategic Leadership Committee Meeting held in Attwood 106a, City North Campus on 8th June 2016 10am-12pm

**Present**

Karen McGrath Programme Director (PGCE PCET)

Damian Brant (Chair) Joseph Chamberlain College

Stuart Mitchell PGCE PCET Personal Development Tutor

Kelly Davey-Nicklin PGCE PCET Personal Development Tutor

Jean Dyson PGCE PCET Personal Development Tutor

Sian Davies Visiting Lecturer PGCE PCET

Martin Sutton Swanshurst School

Kerry Adam South Staffordshire College

Jane McCard The 6th Form College Solihull

**Chair: Damian Brant**

**Clerk: Craig Davis**

**Agenda**

1 **Welcome and to receive apologies for absence**

Tony Armstrong, Kevin Mattinson, Simon Spencer, Navjot Kaur, Alison Bramham, Jacqui Robinson, Sue McGregor, Sandra Parsons, Sharon May, Julie Groom, Lisa Brown, Rob Delahay, Hafsa Shaikh

2 **To consider the minutes and matters arising for the meeting held on 3rd February 2015**

1 Amendment – Sixth Form College, Solihull does not offer Adult Numeracy as a subject.

Kelly Davey-Nicklin handed out the document ‘PGCE PCET Professional Development Profile’ – following Action point from Feb SLCM Meeting. The document has been distributed to students as an important document for their PDP. Karen McGrath emphasized the importance of the document as a starting point for NQT and ongoing CPD.

The committee discussed the impact of the PCET Literacy/Numeracy initiative. In recent observations she has seen evidence of Literacy and Numeracy focus but emphasized the importance of students not seeing it as a box-ticking initiative. Both Karen McGrath and Jean Dyson agreed that students may need help developing language for introducing Literacy/Numeracy focus into their lessons.

Martin Sutton explained the difficulty in students’ adherence to their placement institutions’ own policies, and the professional obligation they find themselves in to plan in a certain way. The role of Subject Mentors is vital to trainees developing the skillset. Could mentors push Literacy/Numeracy initiatives in their work with trainees?

Karen McGrath has produced a Year plan and pointed out the importance of partner FE providers in its creation. Evidence for the improvement plan is being collected.

3 **To consider updates from Partner Colleges on placement activity**

6th Form College, Solihull

Have only had one student placed with them this year. No issues have arisen.

South Staffordshire College

James is doing very well and the college would be interested in hosting students 2016/17.

Swanshurst

Current Dance trainee has secured a job as a Year 9 Learning Mentor for next year.

Karen McGrath pointed out the difficulty for Dance specialists in finding full-time roles in their subject.

Joseph Chamberlain College

Grace (a previous Dance trainee) has adapted well to her role as a progress coach. Both of this year’s trainees have been good. Damian Brant also points out that finding out students’ plans in the immediate aftermath of the course is important, particularly when teaching A-Level groups.

The committee also discussed students’ struggling with job applications. The course team do spend time with the University Careers service along with PDPs looking over job applications.

4 **To consider ‘Excellent Education Everywhere’**

Damian Brant handed out the document ‘ASCL White Paper’.

The committee discussed the practicalities of some of the changes proposed by the White paper. These included: the impact of gaining QTS, Quality Assurance concerns with Headteachers being able to award QTS. They went on to discuss the impact of Ofsted’s requirement for ITT providers to track students’ entry into the profession into NQT, RQT and beyond.

The lack of attention given by the White Paper to FE institutions was remarked upon, with no new statutory requirements for NQTs/QTS. The committee discussed the importance of the relationship between ITT providers and former students to track their destinations.

5 **To consider the focus of inspections under the new framework**

Damian Brant handed out the document ‘Safeguarding Guidance for Inspectors’ – the impact of poor safeguarding on Ofsted results is significant. Where Safeguarding is rated 4, Leadership and management is usually 4 as well.

Damian Brant handed out the document ‘Appendix 1’.

Damian discussed the impact of schools/institutions’ failure to analyse the impact of staff CPD. The committee discussed the importance of understanding how to measure the impact of CPD initiatives.

Damian Brant handed out ‘Appendix 3**’.**

The committee discussed the difficulty for schools in providing solid data for the criteria in the ‘Personal development, behaviour and welfare’ section of Ofsted reports. This results in the judgement being heavily based on attendance and punctuality and has limited institutions’ grading despite outstanding practice evidenced in reports.

The correlation between the Lead Inspector and the final grade was discussed.

Short inspections are becoming more common – there have been no FE colleges downgraded following these short inspections.

Damian Brant handed out the document ‘Reviewing Post-16 Education Policy’

The committee discussed the potential move towards streamlining services in FE due to funding difficulties. The point was raised that schools should be looked at from an FE perspective. This follows the phenomenon of Headteachers being unaware that low uptake for School led courses means that their Sixth Forms are a financial liability. It was suggested that this may result in an increase of students in FE colleges.

Damian Brant gave a brief presentation on ‘Science of Learning’.

The presentation centred on research from Oxford University which questions the commonly held notion of ‘preferred learning styles’. The committee discussed the implication of this within ITT, and the challenges students may face when placed with mentors/organisations which base their Teaching and Learning styles on this idea. It was pointed out that Ofsted inspectors should never question the style of individual practitioners/schools – there have been cases where Ofsted grades have been reviewed in light of criticism of Teaching and Learning. The committee agreed that trainees need to be flexible and professional in adhering to the Teaching and Learning policies of their placement settings. Research can take a long time to filter through the profession.

Discussion of a potential separate session for mentors on bridging the gap between their institution and the ideas BCU trainees will arrive with.

6 **To consider the ‘post 16’ area review**

See Item 5

7 **A Learning Philosophy – DB Presentation**

See Item 5

8 **To consider updates from Erasmus activities**

There are currently students in Germany – visiting and teaching in various schools across different age-ranges. Karen Mcgrath is going to Madrid next week to visit international schools. It is hoped that next year students will be able to go abroad for 6 month/12 months paid work as learning assistants.

There will be opportunities in Essen and Antwerp next year. There has been interest from next year’s cohort in Erasmus.

Stuart Mitchell explained his involvement in a project to develop mentoring/coaching/teaching for employability with a Vietnamese University he is visiting next week.

Damian Brant expressed an interest in hosting incoming Erasmus students and also mentioned a partner of JCC which hosts a Summer School to prepare students for future study/work abroad opportunities.

9 **To consider the Post Compulsory Education & Training Strategic Improvement Plan**

1. Karen McGrath explained updates to the PCET Improvement plan. Comments were made on the slower employment rate of this year’s trainees. This was attributed partly to the support needed by large numbers of students/. A pre-induction session has been introduced to ensure that trainees fully understand the pressures and challenges of a teaching career. It is believed that this, along with the high calibre of incoming students, will result in better destinations data next year.
2. Moodle is still in development, as is the idea of feedback being delivered through Moodle.
3. Trevor Wright’s support for ESOL trainees has been met with high praise from students and academic colleagues.
4. Final TAD data is being collected.
5. Groups of trainees needing extra support this year have been identified. The committee discussed the importance of verbal assessments alongside written assessments for those students struggling with academic writing.
6. PDTs to ensure trainees have clear targets for making progress. Collection of Evaluation data: Craig Davis to re-send form to mentors/managers (completed 9/6).
7. The importance of the SLCM was mentioned – Damian Brant explained that the committee makes changes happen.
8. Committee agreed that best practice modelled by mentors has been evidenced in observation of trainees. Stuart Mitchell described a Doctoral paper by David Powell of HUDCET on the subject of modelling best practice.

10 **To consider the Transformation of the Curriculum**

 The re-validation event was a success, with 7 areas of good practice highlighted.

On 24/6/16 there will be a 2nd panel for the new partnership with Gloucester College followed by a panel on 1/7/16 to discuss partnership with Bournville alongside SCCB.

12 **To consider developments in virtual learning**

A virtual classroom is being developed. Further resources will be built into the course. This will be taking over Shareville.

13 **To consider recruitment and course developments**

13.1 PGCE: PCET full-time

Currently at 49 with a target of 80. There are interviews with Gloucester at the end of June and interviews will continue at BCU into August and Clearing. A ring round to investigate why students reject offers has brought up Perry Barr as a reason. Interviews this time next year will take place at City South.

14 **To consider any other business; agenda items for Partner colleges DB**

 **School Experience Programme, PDP Folders, Placement Expectations.**

Damian Brant said that students were still unsure who should complete the PDP folder.

Kelly Davey-Nicklin is to introduce a new checklist for September and incorporate with other documents. It was noted that students have responsibility for completion of PDP folders.

Karen McGrath pointed out that some mentors lack confidence in awarding grades for teaching standards.

Damian Brant explained a TES scheme for SKE to give prospective students school experience. This is free through TES but only for shortage subjects. There is a fee for non-shortage.

15 **To receive the dates of future meetings of the PCET Strategic Leadership Committee:**

To be decided before the start of the new Academic year.