A NEW TYPE OF MULTI-ORGANISATIONAL COLLABORATION

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Policy Context:
The role of HEI

Crisis
Not enough teachers coming in
Not enough teachers staying

Carter Review/International evidence
Not long enough
Not joined up to early career
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2006

More Good Teachers

Sam Freedman, Briar Lipson and David Hargreaves
"Too little teacher training takes place on the job..."
No, no - WE just write about the world... YOU GUYS have to go out and save the bloody thing!

Get out of the ivory towers, academics told
However....

... education systems that consistently ‘come out on top’ develop capacity from the bottom up, and rely heavily on methodologically rigorous research-based knowledge to inform their practice.

engagement in and with research and enquiry-oriented practice is embedded throughout the education system.

UK - not yet a coherent and systematic approach to professional learning from the beginning of teacher training and sustained throughout teachers’ working lives.
The role of universities?

Around the world, ITE continues to be in a state of almost continual reform, even crisis...

universities are positioned as ineffective, unresponsive and incapable of producing the human capital required for economies to be globally competitive ....

Ellis and McNicholl (2015)
Exclusive: DfE declares ceasefire in war on university teacher-training departments

Will Hazell And Helen Ward
10th March 2017 at 05:02

How a ‘knee-jerk opposition to universities’ was ended

Helen Ward
17th March 2017 at 00:00

As DfE realise that initial teacher training may have been ‘spread too thinly’, hope for a clear plan grows

After years of attacks on "so-called progressive" university teacher-training departments a senior official says DfE is now adopting a "pragmatic" approach
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Variable attainment
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Teacher recruitment a 'significant challenge', say MPs

By Katherine Sellgren
BBC News education reporter

2 May 2017 | Education & Family | 93

Encouraging teachers in England to stay in the profession will "remain a significant challenge" for the coming years, a committee of MPs stress.

Geographical inequality in education has grown over 30 years, study finds

For children born in 2000, where they live is a more powerful predictor of academic success than it was for those born in 1970, report claims.

House of Commons
Education Committee
Recruitment and retention of teachers
Fifth Report of Session 2016–17

London has seen a surge in its GCSE performance in recent years, but children in other regions continue to underachieve. Photograph: Keith Morris/Alamy
In South Yorkshire...

• Attainment is too low and too variable.

• Good practice in MATs and TSAs but too little regional strategic and collaborative work

• School success is variable - Percentage of children in good/outstanding primary schools:
  – National average - 90%, Doncaster (77%), Sheffield (80%), Barnsley (86%), Rotherham (82%)

• Percentage of children in good/outstanding secondary schools:
  – National average - 81%  Doncaster (52%), Barnsley (66%), Sheffield (79%), Rotherham (91%)

• Percentage of most deprived children who attend good or outstanding schools:
  – Nationally - 82%, in Doncaster (53%), Barnsley (59%), Rotherham (65%)  Sheffield (74%).

• There is a need for regional reform.
OBJECTIVES

• To start a Sheffield City Region dialogue about how stakeholders can collaborate more strategically to improve educational attainment

• To agree an initial focus on the quality of the teaching workforce

• To consider the evidence of the impact of making a step change in the recruitment, retention and development of teachers on improving standards of attainment in the SCR

• To develop a model for ITE/NQT/RQT/RQT+1 development to attract, develop and retain excellent teachers in the region
Regional and national evidence re the teacher labour market

Dr Rebecca Allen
Like all regions, more affluent schools in Yorkshire and Humber have more stable workforce.

Stability of workforce by the social profile of the school:

- Percentage of teachers
- Stability increases with higher social profile (1 = most affluent, 5 = most deprived)

Graph shows a decrease in stability from 88% to 74% across social profiles.
Non-retirement quits are rising fast

http://educationdatalab.org.uk/2016/06/non-retirement-teacher-wastage-continues-to-rise/
The proportion of teachers considering leaving has increased significantly.

https://www.nfer.ac.uk/publications/LFSB01/LFSB01.pdf
Many teachers do not feel engaged.

Source: Teachers responding to NFER Teacher Voice November and March

https://www.nfer.ac.uk/publications/LFSB01/LFSB01.pdf
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REFLECTIONS ON CARTER

The review found a lot of very good practice BUT:

An inconsistent picture as to what is included and how it is delivered

The best carefully craft and integrate types of knowledge and experiences HOW, WHO, WHERE, WHEN and HOW OFTEN as important (if not more) than WHAT

Some MATs and TSAs create a seamless join from ITE to NQT/RQT but this is variable regionally and nationally

The system is fractured nationally and regionally - systemic coordination is lacking

ITE IS NOT LONG ENOUGH AND NOT SUFFICIENTLY JOINED TO EARLY CAREER SUPPORT
What the evidence tells us about system reform

“What is the most important school-related factor in student learning? The answer is teaching”

Bob Schwartz, Harvard GSE, 2010
The good news: high performance cultures

Focus above all else on **professional learning**...
(Robinson, 2008)

Actively mobilise public and political support for change at scale (Levin, 2008)

An **inquiry orientation** to explore innovation and repertoire
(Darling Hammond 2006)

Strong links to the research base using **evidence, data and insight** to inform change
(Husbands and Pearce, 2012)

Exceptionally strong links to **external partners**
(Ainscow and Deppeler, 2016)
The key insight

Not ‘my pupils’ but ‘our children’
Not ‘my school’ but ‘our future’

If one school is struggling, others are equally responsible for helping
Systemic change for the young people of SCR communities depends on something more: a coherent, shared commitment to addressing weaknesses, building on strengths and mobilising knowledge and resource across the entire City Region.

System collaboration and clear/high quality routes into teaching supports successful teacher training.

The time is right - An appetite to collaborate

A great teacher in every classroom. New partnerships and communications mechanisms are essential to ensure that excellent practice is shared across different institutions...
The Proposal:
SCR stakeholders and ITE provider partnerships will:

a) work together to secure, allocate, market and recruit to ITE places for the region - a common charter

b) develop a collective enhanced model for ITE tailored to regional need.

c) give exposure to and engagement with the schools with the greatest needs.

d) develop a collaborative approach to early career (NQT/RQT/RQT+1) support and development pathways that build on ITE and develops and retains the best teachers in the region

- Careful calculation and oversight of ability to meet local needs
- Pooling/maximising of collective expertise and contexts to create compelling regional ITE/Early Career 'offer'
- Addressing 'cold spots', ensuring variety of experience
- Guaranteed support building on combination of ITE and personal needs
Further elements to be considered:

• **The role of Doncaster Opportunity Area** – deep dive/piloting prior to broader roll out

• **Early career routes** that allow teachers to work across the region in a range of ways (e.g. Fast Track to leadership, specialisation in e.g. SEND)

• **New attractive career paths for teachers who are experts in T&L to become teacher trainers and researchers** whilst keeping up to date with reality of the current demands on teachers by retaining part of their week in teaching.

• **Collective ways of using teaching, schools, MATs, TSAs, ITE providers and universities** as a vehicle to enhance social mobility for the region
Meetings have been held with:

- DfE and NCTL - DfE seconded senior civil servant to support
- Hallam SCITT
- University of Sheffield
- Doncaster SCITT
- National MFL SCITT
- Teach First
- All lead partnership schools
- Relevant MATs and TSAs
- Head teacher groups
- LAs
- Learn Sheffield
- Team Doncaster
- Regional School Commissioner
- CEO of the Chartered College of Teaching
- Chair of Teaching School Council
- Chair of DfE CPD Expert Panel
- OFSTED

There is an appetite to collaborate

3 year allocations key

Meeting recruitment DfE/NCTL priority

Top level principles quickly agreed - need to retain 'brands' but collaborate to enhance

Neutral governance vital

Some issues re 'cold spots'

Potential re pathways/ secondment /sabbatical opportunities

Potential to pilot CCT and CPD standard

Link to Northern Powerhouse

Logistic challenges

Link to Doncaster OA

SoS support - but purdah delay

University as 'convener' recognised and valued
RECRUITMENT - a regional ITE guarantee linked to early career development

RETENTION - Ongoing CPD and recognition pooling expertise in the region

PROFESSIONAL DEVELOPMENT - joined up to Subject and Pedagogy

LEADERSHIP - SUCCESSION joined up to creative use of workforce

Collaboration/Coherence at Regional Level

Role of Partnerships - Create new Middle Tier - FROM CHAOS TO COHESION