



# CENTRE FOR TEACHER EDUCATION

Partnership Conference Summer 2022

Teacher Education at Warwick- Our Five Year Strategy

**WARWICK**  
THE UNIVERSITY OF WARWICK

# STRATEGY REFRESH

## Our objective:

### VISION & AMBITION

Create a 5-year strategy that enables the department to achieve our vision and ambition for the discipline of Teacher Education at Warwick.

### VISION & AMBITION

Where staff expertise and professional programmes are effectively integrated to create a model where research underpins the need for multi-skilled Teacher Educators.

### STRENGTHEN & ENHANCE

Present plans that strengthen and enhance the longstanding core values and reputation of Teacher Education at Warwick.



97%

PRIMARY  
OUTSTANDING & GOOD  
FINAL GRADES  
2019-2020

## STRATEGIC STRENGTHS

- Regional, National and International Impact and the department's contribution to Warwick's Widening Participation intent
- Reputation and history of Teacher Education at Warwick
- Inclusive and values driven curriculum where our Warwick Teacher Values of **social justice, intellectual curiosity and creativity** underpin all that we do
- Intersectionality with partnership schools; a co-delivered and co-constructed curriculum
- Knowledge and experience of pedagogy, including work-based learning
- Subject and school sector expertise
- Robust set of data informs annual self-evaluation to inform continuous improvement

# STRATEGIC PRIORITIES | 2021 - 2026

- Respond to the changes and evolution of teacher education
- Be the very best teacher educators: values driven curriculum
- Deliver transformational teaching and learning: develop our digital distinctiveness
- Build and maintain an environment in which staff and students flourish
- Increase and disseminate our wider educational impact on a regional, national and international level
- Achieve sustainable target recruitment numbers



# AN AMBITIOUS CURRICULUM

Built on the Warwick Teacher Values  
**Social Justice, Curiosity and Creativity**

Adds a ‘Learn why...’ strand to deepen the  
 CCF focus on Learn That... and Learn How to...

## Teacher Values and Module Strands

Termly phases aligned with school placements sequence a progression of curriculum knowledge and practice from foundational, through emerging independence to practice that is resilient in readiness for an extended teaching career and entry to the ECF

<Provider> Teacher Value Strands <Provider> Teacher Values promote social justice, creativity and intellectual curiosity reflecting common professional values in education		Term 1: Foundations of practice	Term 2: Emerging independence	Term 3: Resilient Practice
		The Just Teacher	Managing classrooms	Learn why school policies and effective relationships create safe learning environments
Inclusive teaching	Learn why equality policies and practices create legal responsibilities for teachers		Learn why specialist strategies and evidence create an inclusive classroom	Learn why reflecting on the impact of teaching on groups of learners creates an inclusive classroom
Supporting individuals	Learn why learning is complex and cognitive science provides an understanding of aspects of learning		Learn why adapting teaching for individual needs benefits all learners	Learn why closing attainment gaps is a socio-economic imperative
The Curious Teacher	How children learn	Learn why learning theories are complex and intersect in different areas of child development	Learn why cognitive science insights support the learning of declarative knowledge	Learn why continued engagement with learning research can strengthen teaching
	Subject pedagogies	Learn why specialist pedagogies support specific issues in subject teaching	Learn why evidence of metacognitive strategies can support learning	Learn why issues in subject teaching require continued engagement with evidence and reflection on impact in local context
	Evidence informed practice	Learn why education research is varied and needs critical transformation to practice	Learn why strong evidence from research influences subject pedagogies	Share critical evaluation of research and theory with colleagues
The Creative Teacher	Planning for learning	Learn why planning is an important feature of effective early teaching	Learn why managing workload beyond the classroom is important to resilience	Learn why collaborative curriculum design leads to effective sequences of teaching
	Learning technologies	Learn why technology supports rather than replaces teaching	Learn why technology enhanced learning requires an understanding of different pedagogies	Demonstrate creative use of technology
	Pedagogy	Learn why subjects have specialist pedagogies	Learn why over-simplified application of evidence and purely outcome driven teaching can restrict creative pedagogies	Learn why radical pedagogies can be professionally empowering and lead to creative thinking in the classroom

# AN INTEGRATED CURRICULUM

Combining the best of university and school-based training in a coherent programme

Extension focus in conference events – Research in Action, Inclusion, Green Space and Partnership

Re-designed assessments to strengthen authenticity to practice and integration of academic and professional training elements.

CCF elements integrated by theme across subject specialist and whole course sessions and ITaPs and structured training activities

CCF Learn How To Study Units					
Unit 1A	Unit 1B	Unit 2A	Unit 2B	Unit 3A	Unit 3B
<p><b>Unit 1A: Introduction to the profession and the role of the teacher</b></p> <p>Develop the new thinking on a professional role, by reflecting their own and others' experiences of the profession.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p>					
<p><b>Unit 1B: Introduction to the profession and the role of the teacher</b></p> <p>Develop the new thinking on a professional role, by reflecting their own and others' experiences of the profession.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p>					
<p><b>Unit 2A: Introduction to the profession and the role of the teacher</b></p> <p>Develop the new thinking on a professional role, by reflecting their own and others' experiences of the profession.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p>					
<p><b>Unit 2B: Introduction to the profession and the role of the teacher</b></p> <p>Develop the new thinking on a professional role, by reflecting their own and others' experiences of the profession.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p>					
<p><b>Unit 3A: Introduction to the profession and the role of the teacher</b></p> <p>Develop the new thinking on a professional role, by reflecting their own and others' experiences of the profession.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p>					
<p><b>Unit 3B: Introduction to the profession and the role of the teacher</b></p> <p>Develop the new thinking on a professional role, by reflecting their own and others' experiences of the profession.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p> <p>Use a range of professional development and other resources to explore the role of the teacher in the 21st century.</p> <p>Reflect on the role of the teacher in the 21st century and the implications for practice.</p>					

## TEACHER EDUCATION AT WARWICK IN 2026

- An **accredited provider (2024)** with recruitment across our partnership year on year (circa 450)
- Recognition in the sector and across our partnership for a **strong values led** approach to ITE that develops **just, curious and creative teachers**
- Engagement in **close to practice research in teacher education** by CTE staff, including collaborative research with other departments and dissemination of this research nationally and internationally
- Growing numbers in **wider regional partnerships**, including teacher recruitment 'cold spots'
- Greater use of technology/**digital teaching and learning**

# TEACHER EDUCATION AT WARWICK IN 2026

## cont.

- An **expansion of our portfolio: Establish the International QTS (pilot 2022-23) alongside the International PGCE**
- **MA in Professional Education: Greater conversion** of PGCE students (past and present), school-based mentors and middle leaders to the MA
- **Professionalisation** of the school **mentor/coach role** in line with national frameworks, alongside recognition in the partnership and nationally for high quality mentoring and coaching development through teacher education
- Exemplify the department's **non-financial gains** on educational outcomes and school improvement



## INCREASE AND DISSEMINATE OUR WIDER EDUCATIONAL **IMPACT**

Extensive non-financial value:

- school improvement and educational outcomes in the locality and region
- contribution to Warwick's reputation in the Education Sector and our partner communities

*We contribute significantly to the Teacher Supply challenge in the country as well the Government's 'levelling up agenda' for the education system; working towards achieving a great education for every child, whatever their background and wherever they live in the country.*

*CTE commit to collating and publishing this annually*

# QUESTIONS AND DISCUSSION



[www.warwick.ac.uk/cte](http://www.warwick.ac.uk/cte)