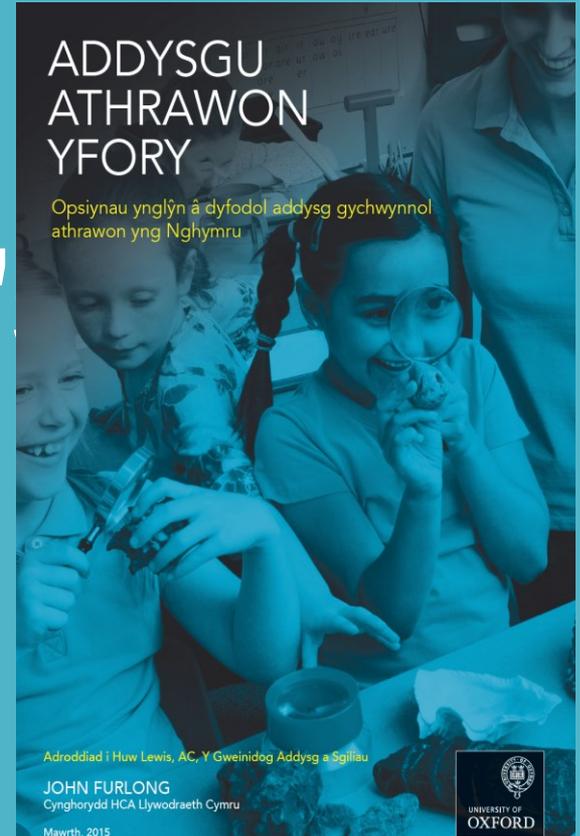


Teaching Tomorrow's Teachers

Re-forming Initial Teacher
Education Together



Raising standards in our schools means investing in the teaching profession

1. Attracting into the profession the best possible candidates.
2. Offering them the best initial teacher education and training possible.
3. Offering continuing support so that teachers can refresh and develop throughout their careers.

Our current performance

- Professor Ralph Tabberer - 2013

'The current quality of ITT in Wales is adequate and no better.'

- Anne Keane - 2013

'We have not been recruiting enough trainee teachers with the best qualifications and we need more consistency in the quality of what is provided for them in initial teacher education and training in order to give them the best start to their teaching career.'

- OECD - 2014

need to attract and increase the quality of new entrants to the teaching profession and raise the standard of provision on offer to make it more attractive to prospective candidates

Future demands – the Donaldson Review

UNLEASHING CREATIVITY

Proposes giving teachers much more control over:

- what to teach
- how to teach
- how to assess

RAISING THE BAR

Less detailed government prescription, means every teacher will need to know the 'why' and the 'how' of teaching, not just the 'what'.

International evidence



- Ensure that ITE programmes attract the best and most suitable candidates;
- Offer academic awards that are competitive, practice-focused and built on relevant educational research;
- Develop strong links between theory and practice, in a way that helps students to understand and explore the interconnectedness of educational theories and classroom practices;
- Establish strong links between initial teacher education and continuing professional development of teachers in schools;
- Ensure that all of the above principles are underpinned by a clear understanding of evidence about how student teachers learn to teach and that programmes themselves are the constant subject of research and development.

In short

A stronger role for
schools

A clearer role for
Universities

Better links between the
two



Universities...

POTENTIALLY HAVE A HUGE
AMOUNT TO OFFER

Too often what the universities focus on is practical training which in reality can be much better done in schools.

UNIVERSITIES NEED TO ADD
SOMETHING DIFFERENT

Drawing on research, on theory, and drawing on their knowledge of best practice in schools across Wales and internationally.

Schools...

Should be able to take lead responsibility for key parts of programmes.

Their contribution should be fully acknowledged.

When schools take on significant amounts of responsibility in teacher education, as some already do, then that should be recognised by governors, by local authorities and most particularly by Estyn.

Teaching Tomorrow's Teachers: 9 recommendations

1. Revise the Standards
2. Revise the accreditation process for ITE
3. Establish an Accreditation Board within the EWC
4. Review the role of Estyn in relation to ITE
5. Review Estyn's guidance for schools in relation to ITE
6. Develop a 4 year undergraduate/masters route
7. Review the impact of financial incentives on recruitment
8. Invest in pedagogical research in Wales
9. Undertake competitive tendering for future ITE provision through the Teacher Education Accreditation Board

The 9 recommendations

- 1. Revise the Standards**
2. Revise the accreditation process for ITE
3. Establish an Accreditation Board within the EWC
4. Review the role of Estyn in relation to ITE
5. Review Estyn's guidance for schools in relation to ITE
6. Develop a 4 year undergraduate/masters route
7. Review the impact of financial incentives on recruitment
8. Invest in pedagogical research in Wales
9. Undertake competitive tendering for future ITE provision through the Teacher Education Accreditation Board

The 9 recommendations

1. Revise the Standards
2. Revise the accreditation process for ITE
3. Establish an Accreditation Board within the EWC
4. Review the role of Estyn in relation to ITE
5. Review Estyn's guidance for schools in relation to ITE
6. Develop a 4 year undergraduate/masters route
7. Review the impact of financial incentives on recruitment
8. Invest in pedagogical research in Wales
9. Undertake competitive tendering for future ITE provision through the Teacher Education Accreditation Board

Criteria for the accreditation of initial teacher education programmes in Wales

Teaching
Tomorrow's
Teachers:



Principles - Initial teacher education involves different modes of learning

1. Learning that is primarily (but not exclusively) practical – ‘embodied learning’



Principles - Initial teacher education involves different modes of learning

1. Learning that is primarily (but not exclusively) practical – ‘embodied learning’
2. Learning that is primarily (but not exclusively) intellectual – drawing on research, theory and knowledge of good practice elsewhere in Wales and internationally



Principles - Initial teacher education involves different modes of learning

1. Learning that is primarily (but not exclusively) practical – ‘embodied learning’
2. Learning that is primarily (but not exclusively) intellectual – drawing on research, theory and knowledge of good practice elsewhere in Wales and internationally
3. Learning that is both rigorously practical and intellectually challenging at the same time



A new role for schools

They need:

- Training and resources to take on these responsibilities
- Willing to change their culture so that taking part in ITE is seen as one of their 'core' responsibilities

That will mean:

- A smaller number of schools with greater numbers of students working in different ways

A clearer role for HE

Making available knowledge that is not always available in schools

- From research
- From theory
- From good practice across Wales and internationally

They need:

- Staffing Structures
- Staff development policies
- And a 'scholarly culture'

To ensure that all of those involved in front line ITE can offer those forms of expertise

Explicit planning of how to bring the two together

Structures such as:

- Joint appointments
- Joint supervision

Teaching and assessment strategies such as:

- 'Learning rounds'
- 'Lesson study'
- Reflective Journals

There are no 'right' answers

Must be challenged to forge their own 'theories' of professional practice



Joint planning of the whole programme

If this is to be achieved then schools and HEIs need to plan together –the whole course

- Its underlying philosophy
- Its structures
- Its content
- How different forms of professional knowledge work together

A culture change for HEIs?

Joint accountability

Schools involved in ITE need to accept that they are jointly accountable for the quality of provision

- School representatives centrally involved in the management of programmes
- All schools accountable to Estyn and to 'the Partnership' for the quality of their provision

A culture change for Schools?

The new criteria therefore specify

Inputs

- philosophy and aims
- course content
 - core studies
 - professional and pedagogical studies
 - subject studies
- supervision and mentoring

Processes

- selection of schools
- school staffing and mentoring
- HEI staffing
- management processes

Outputs

- the Standards for NQTs

A changed role for Estyn

INSPECTION OF ITE

- New framework taking into account the accreditation criteria and new standards
- Formal inspection every 5 years – ideally prior to re-accreditation – reporting to the Cabinet Secretary
- Annual visits – a) for those with ‘provisional’ accreditation b) ‘monitoring visits’
- Thematic reviews

INSPECTION OF SCHOOLS

- From 2017 more flexible inspection procedures could cover ITE in relation to:
- Impact of professional development on staff effectiveness and provision
- Collaborations with other providers to raise quality
- Thematic reviews

A timetable for reform

- Winter/Spring 2016 - Engagement events
- March 2016 - Pre-consultation on revised Accreditation Criteria
- Sept- Nov 2016 - Formal Consultation on Criteria and establishment of TEAB within EWC
- Sept 2016 - Cabinet Secretary oral statement on the reform of ITE
- October 2016 - Launch of USCETCymru
- Autumn and Winter 2016/7 - Cabinet Secretary Visits to Universities

Activities to date



A timetable for reform

- January 2017 - ITE partnership to submit 'Statements of Intent'
- Jan/Feb 2017 - Legislative changes establish TEAB within EWC
- Summer/Autumn 2017 – TEAB established
- Autumn/Winter 2017 – Submissions of courses for Accreditation
- May 2018 – Accreditation Reviews complete
- Summer 2018 – New courses advertised
- Autumn 2019 – New courses commence

Next Steps



Teaching Tomorrow's Teachers

Re-forming Initial Teacher
Education Together

