

Annex: Draft criteria for the accreditation of initial teacher education programmes in Wales

Executive summary

1. In the autumn of 2015, the Minister for Education and Skills established a task and finish group to develop new criteria for accrediting initial teacher education (ITE) in Wales. This document sets out the criteria that all new and existing programmes of initial teacher education (ITE) will be required to meet for accreditation in the future. The document is written for all current and potential providers of ITE, but it should also be of interest to all those who are concerned with education in Wales.
2. Under the new arrangements, Estyn will continue to have a vitally important role to play in maintaining and enhancing quality in ITE. Proposals for how Estyn will, in the future, work in tandem with the accreditation process are set out in Appendix 1.
3. The vision for initial teacher education in Wales presented in this document is underpinned by the Welsh Government's future plans for education set out in their document *Qualified for life*¹. Building the capacity of all practitioners and leaders is an essential pre-requisite to those plans. The new accreditation criteria will ensure that all courses of initial teacher education meet the government's high aspirations.
4. Central to the vision underpinning the new criteria is the recognition that high quality professional education necessarily involves a number of different modes of learning. Some dimensions of teaching can only be learned experientially while other forms of learning are intellectually based. However, the largest part of all teacher education should be based on learning that is both rigorously practical and intellectually challenging at the same time.
5. As the OECD and others² now recognise, the very best examples of teacher education internationally are based on this dual form of learning. This is the form of teacher education that is going to be essential for Wales if the government's vision for its schools is to be achieved. This has important consequences for both schools and universities and for how they collaborate.

¹ Welsh Government (2014). *Qualified for Life – An education improvement plan*

² OECD (2012) *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*. <http://www.oecd.org/pisa/46623978.pdf>; BERA:RSA (2014) *The Role of Research in Teacher Education: Reviewing the evidence. Interim report*. London: BERA

6. If schools are to be given the task of providing systematic and structured training opportunities in relation to all of the core areas of the teacher education curriculum, then they will need to have the training and the resources to take on that responsibility. It is likely that in the future a smaller number of schools will be involved in initial teacher education than at present but with greater numbers of student teachers involved in them in different ways.
7. If the primary task of universities is to give student teachers access to professional knowledge that is not normally available in schools, their education faculties will need to have the staffing structures, staff development strategies and the sort of 'scholarly culture' that will ensure that all of their teacher educators are equipped to make these contributions.
8. There are also implications for how schools and HEIs work together. At the programme level, programmes need to be devised so that there are structured opportunities for the different forms of professional knowledge provided by each partner to be brought together. These types of engagement can be achieved in a wide variety of ways.
9. There are also implications for joint planning. Only if universities and a group of 'lead partnership schools' jointly engage in planning the programme as a whole will it have the coherence that is needed.
10. Finally there is a need for joint accountability. If truly collaborative teacher education is to be achieved then 'the partnership' – the HEI together with all of their partner schools - must take joint responsibility for their contributions to the programme.
11. The new criteria are divided into three main sections.
12. **Programme structures and processes.** In relation to the leadership and management of programmes, the criteria set out what is required of school-HEI partnerships. Programmes will be required to designate a number of 'lead partnership schools' which will contribute fully to the leadership and management of the programme, including the design and content of the programme and the selection of students; they will also play a full part in each programme's quality assurance and self-evaluation.
13. The criteria set out what is required of all partnership schools (both lead partnership schools and others) in terms of:
 - the selection of schools

- the need to develop a ‘whole school’ approach to teacher education under the leadership of senior teachers
- school staffing and responsibilities for supporting student teachers’ learning including mentoring and the provision of structured opportunities for students to reflect on their practice
- staff development opportunities
- school facilities
- schools’ involvement in the joint management of the programme.

14. In relation to HEIs the criteria set out:

- required staffing levels, staff qualifications and requirements for staff to be ‘research active’
- the responsibilities of HEIs for student teachers including the support they must provide to develop their skills in literacy, numeracy, digital competence and the Welsh language to ensure that they are well prepared for the teaching context that they are entering
- staff development opportunities
- HEI facilities and student welfare

15. **Programme inputs** This section outlines the information that ITE programmes in Wales will be required to provide in relation to:

- the course’s conceptual framework
- course aims
- course design and areas of study
- entry requirements and selection procedures
- core studies
- professional and pedagogical studies
- subject studies
- school experience
- assessment
- the Equality Act 2010
- the assessment of student teachers

16. **Programme standards (outcomes)** The Professional Standards for Qualified Teacher Status (QTS) are fundamental for all those in education, providing a strong sense of shared purpose. Programmes will need to ensure that the outcomes achieved by their student teachers closely reflect these standards in relation to

aspects such as professional values, curriculum, pedagogy, assessment, the learning environment, the wider context, professional reflection and learning, leadership and student teachers' commitment to their future professional learning.

Section A – Vision

1. The policy context

The vision for initial teacher education in Wales set out in this document is underpinned by the Welsh Government's future aspirations for education set out in their document *Qualified for life*³:

Learners in Wales will enjoy teaching and learning that inspires them to succeed, in an education community that works cooperatively and aspires to be great, where the potential of every child and young person is actively developed (Welsh Government, 2014:1).

As the Government itself notes, essential to realising these aspirations is 'building the capacity of all practitioners and leaders, including the ability to reflect on and evaluate their own practice, to design and create a relevant, challenging and stimulating curriculum, and to apply appropriate pedagogical principles and practice' (Welsh Government 2015: 8)⁴. Building professional capacity is one of the core purposes of initial teacher education.

The new accreditation criteria will ensure that all courses of initial teacher education meet the government's high aspirations⁵. They define what is essential for high-quality provision, including the need for programmes providers to:

- ensure higher education institutions (HEIs) and schools work closely as partners to design and facilitate ITE
- attract high-calibre entrants to the teaching profession

³ Welsh Government (2014). *Qualified for Life – An education improvement plan*

⁴ Welsh Government (2015). *A curriculum for Wales – a curriculum for life*

⁵ Under the new arrangements for the accreditation of programmes, Estyn will continue to have a vitally important role to play in maintaining and enhancing quality in ITE. Details of how Estyn will, in the future, work in tandem with the accreditation process are set out in Appendix 1.

- attract high-calibre personnel as HEI and school-based teacher educators and to support their continuing professional development
- ensure consistency in the quality of provision for students across all ITE programmes, demonstrating high-quality professional practice that students can emulate in their own teaching
- prepare new teachers to:
 - understand the changing nature of society in the 21st century and young people's needs in education
 - instil in young people a love of learning, teaching them how to learn
 - foster inclusive classrooms which meet the needs of all pupils/students
 - participate in the continuum of teacher education, of which ITE is the foundation, fostering student teachers' commitment to life-long professional learning
 - build a vibrant learning community, working co-operatively with colleagues, parents, pupils/students and others
 - develop research knowledge and skills, both as consumers of research and as participants in it
 - be innovative and creative in leading change in the curriculum, assessment and pedagogy
 - exercise professional responsibility and accountability
- develop student teachers' competence in using ICT for teaching and learning
- foster student teachers' appreciation of the Welsh language and provide opportunities for them to develop their proficiency in Welsh
- develop student teachers' appreciation of cultural diversity in society and in the classroom
- ensure high standards in student teachers' own literacy and numeracy.

2. Student teachers' learning experiences

Central to the vision underpinning the new criteria is the recognition that high quality professional education necessarily involves a number of different modes of learning. On the one hand, there are dimensions of teaching, such as how to manage

classrooms, that can only be learned experientially. Universities may provide opportunities for 'micro teaching' in the safety of a seminar room and good advice may be given by experienced practitioners but it is not until they actually begin to take on the responsibility of managing a large group of young people that student teachers really begin to engage with the complexity of teaching.

Another important dimension of the professional learning journey for student teachers is how they learn to find the person inside themselves that is their teaching self. This, too, cannot actually be taught out of context. It is an 'embodied' form of learning that can only be learned by actually doing the job of teaching. Only then can others help the novice teacher, through mentoring and coaching, to develop that aspect of their teaching identity.

At the other end of the continuum there are those forms of learning that are primarily, but not exclusively, intellectually based, where the aim is to enhance young professionals' knowledge and understanding of the complex world of teaching. For example it is expected that newly qualified teachers will have some familiarity with the history of educational policy and practice in Wales. They are also expected to know something about contemporary Welsh society, for example, the fact that Wales is a bilingual society with some 23% of young people educated in Welsh medium or bilingual settings⁶; the fact that in Wales some 31% of children are classified as living in poverty (the highest proportion in the UK)⁷ and the ways in which that can impact on both teaching and learning in the classrooms where they work. Learning about these issues is clearly of relevance to the practice of new teachers but, at the same time, those links are complex and sometimes indirect.

Some aspects of initial teacher education are therefore primarily based on experiential learning while others draw primarily on intellectually based learning. However, in a well-founded teacher education programme, both of these are minority forms of learning. The largest part of all teacher education programmes - those elements that deal with the core issues of curriculum, pedagogy and assessment –

⁶ Welsh Government (2016) School Census Results, 2016 SDR 87/2016 Table 2 and 3 Primary, Secondary and Middle Schools <http://gov.wales/docs/statistics/2016/160727-school-census-results-2016-en.pdf>

⁷ Welsh Government (2015) Child Poverty Strategy for Wales <http://gov.wales/docs/dsilg/publications/150327-child-poverty-strategy-walesv2-en.pdf>

are or should be based on learning that is both rigorously practical and intellectually challenging at the same time.

In being prepared to differentiate their teaching effectively in relation to the learning needs of all school students in their classrooms for example, student teachers need to observe and teach alongside experienced and effective teachers as they plan and practise differentiation. Student teachers also need to be supported and coached in the process of differentiating their own lesson planning and teaching. To develop as full professionals however, they need to do much more than this. They need to know and understand well-tested theories about how young people learn and learn differently; they need to understand how young people develop intellectually and emotionally and develop differently; and they need to understand something about the structure of knowledge in the subjects they are teaching so that they can disaggregate key concepts and reconstruct them in different ways in order to facilitate the learning of *all* the pupils in their charge. Being prepared to differentiate one's teaching involves both carefully planned practical training but it also requires that we provide student teachers with opportunities to engage with the best that is known from research, from theory and from practice elsewhere about these complex processes.

It is in the bringing together of these different forms of professional learning that student teachers themselves learn to take control of their own practice. They learn to develop, reflect on and defend their own 'theories' of professional practice, and in doing so become true professionals in their own right.

3. Schools and HEIs working in partnership

As the OECD and others⁸ now recognise, the very best examples of teacher education internationally are based on this dual form of learning. In countries such as Finland and Singapore, student teachers are offered programmes that provide rigorous, systematic practical training that is then combined with opportunities for

⁸ OECD (2012) Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States. <http://www.oecd.org/pisa/46623978.pdf>; BERA:RSA (2014) The Role of Research in Teacher Education: Reviewing the evidence. Interim report. London: BERA

challenge and reflection through intellectual engagement with other forms of professional knowledge, knowledge derived from theory, from research and from excellent practice elsewhere. Moreover, this is the form of teacher education that is going to be essential for Wales if the government's vision for its schools, set out in *Qualified for Life* (2014) and *A Curriculum for Wales – a curriculum for life* (2015), is to be achieved. This, however, has important consequences for both schools and universities and for how they collaborate.

If schools are to be given the task of providing systematic and structured training opportunities in relation to all of the core areas of the teacher education curriculum, then it is clear that they will need to have the training and the resources to take on that responsibility. An ITE partner school should be willing to establish a culture where initial teacher education is accepted as one of its core responsibilities. Given these expectations, it is likely that in future a smaller number of schools will be involved in initial teacher education than at present but with greater numbers of student teachers involved in them in different ways.

There are implications for universities, too. If the primary tasks of universities is to give student teachers access to professional knowledge that is not normally available in schools – that is, to research, to theory and to knowledge of good practice across Wales and internationally - their schools of education will need to have the staffing structures, staff development strategies and the sort of 'scholarly culture' that will ensure that all of their teacher educators are equipped to make these contributions.

There are also implications for how schools and HEIs work together. Firstly, at the programme level, programmes need to be devised so that there are structured opportunities for the different forms of professional knowledge provided by each partner to be brought together. Student teachers need regular and well-structured mentoring within their schools; in their universities they need high quality lectures, seminars and workshops. But in addition they will need opportunities, while they are based in school, to engage with the forms of knowledge that are made available through universities; when they are in university they need opportunities to engage with forms of practical knowledge that are learned in school. These types of engagement can be achieved in a wide variety of ways – through joint appointments,

through joint supervision, through formal ‘lesson study’⁹ or ‘learning rounds’¹⁰, through written assignments, through reflective journals. In a whole variety of ways, programmes should provide structured opportunities for student teachers to interrogate what is learned in these different contexts. They should be challenged and questioned and learn that there are no simple answers. It is through this process that they begin to articulate their own understandings, their own ‘theories’ of professional practice.

There are also implications for joint planning. Only if universities and a representative group of schools (‘lead partnership schools’) jointly engage in planning the programme as a whole will it have the coherence that is needed. Establishing collaborative programme planning procedures will require a sense of joint ‘ownership’ of programmes.

Finally there is a need for joint accountability. If truly collaborative teacher education is to be achieved then ‘the partnership’ – the HEI together with its lead partnership schools - must take joint responsibility for the programme. They need to work collaboratively and be willing to accept accountability to their students, to Estyn, to the EWC and to the HEI that validates their programmes.

⁹Lesson Study is a Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their students’ learning. Using existing evidence, participants collaboratively research, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track and refine their interventions.’ <http://tdtrust.org/what-is-lesson-study>

¹⁰ ‘Learning rounds’ is a system of group observation that is currently being promoted as an approach to professional learning in Scottish schools. See <http://www.teachingscotland.org.uk/professional-update/professional-learning/33-a-group-perspective.aspx>

Section B – Criteria for accreditation

The criteria are organised as follows:

- Programme structures and processes
- Programme inputs
- Programme standards (Outcomes).

The section on **programme structures and processes** describes the roles and responsibilities of the HEI-school partnership and sets out the management structures that will be required if programmes are to be accredited.

The section on **programme inputs** outlines what ITE programmes in Wales should include.

The **programme standards** incorporate the Welsh Government's Standards for Teaching in programmes of ITE. The outcomes of ITE programmes are to be aligned with these standards.

4. Programme structures and processes

This section outlines the requirements for the leadership and management of ITE programmes. It is anticipated that in the future all programmes will be lead by a 'partnership', that is an HEI working in close collaboration with a number of 'lead partnership schools'. It is this partnership that will bring forward the programme for accreditation. In addition the partnership may work collaboratively with a number of other partner schools. In submitting their programme(s) for accreditation, partnerships will be required to describe their leadership and management structure, including how different types of partner schools and HEIs will work effectively together.

Lead partnership schools will play a prominent part in recruiting student teachers, developing the ITE curriculum and providing development opportunities for HEI staff.

They will contribute to leadership within the partnership and play a full part in each programme's quality assurance and self-evaluation.

All partnership schools have a key role in enabling student teachers to teach, research, reflect and evaluate; they are not to be viewed solely as venues for 'teaching practice'.

4.1 The partnership's leadership and management

To gain accreditation, all partnerships will need a clearly defined strategic vision and a well-defined leadership and management structure. Partnerships should therefore show:

- how the HEI and lead partnership schools share the development of programmes, including sharing accountability¹¹
- the financial model for sustaining the partnership
- how the proposed ITE programme fits within the HEI's overall strategic planning; how it relates to other programmes (both ITE and non-ITE) within the HEI, and how the HEI will support the remodelling of ITE
- how HEI decisions relating to the funding of each programme will be taken, and what the HEI accountabilities are in relation to budget allocations and spending plans
- how self-evaluation will contribute to the continuous improvement of provision¹²
- how data, including those on student teachers' entry qualifications, will be used to monitor provision and raise standards including the standards of entry
- how collaboration with other providers of ITE both in Wales and beyond is used to support and develop the programme and raise standards of ITE across the country as a whole
- how the views of student teachers and schools are gathered and used effectively to support programme development, quality improvement and self-evaluation
- how staff development needs are identified and how CPD is provided

¹¹A collaboration model should be presented at submission.

¹²Self-evaluation should include, routinely and at least annually, interrogation of external examiners' reports, the development and use of performance data and research, as well as other moderation and benchmarking.

- how the partnership maintains internal controls to preserve the integrity of student teachers' records
- how quality assurance takes place, including mentor training and improving the quality of applicants.

All partnerships will be required to show evidence of systematic and sustainable collaboration between schools and HEIs, for example, through work with the regional consortia. Innovation will be encouraged.

A jointly agreed Memorandum of Understanding should outline how the partnership will work, including the respective roles and responsibilities of HEIs and schools. There should be a clear line of sight between HEI and school responsibilities. Course handbooks for student teachers, university and school staff should set out the HEIs' and schools' respective roles, responsibilities and accountabilities, as agreed by the partnership.

Schools and HEIs should enjoy a mutually respectful relationship, evidencing their shared vision for initial teacher education through open channels of communication and their agreed, complementary roles in educating student teachers.

4.2 Criteria for the inclusion of schools in the partnership

Procedures and criteria for selecting schools to join the partnership should be clear.

In identifying lead partnership schools, the HEI should consider only effective schools that are recognised within their regions for high-quality provision. These schools will normally have been identified as such by Estyn and/or the national categorisation process.

Overall, each partnership should include schools of a range of types, sizes, backgrounds and locations so that partnerships can offer each student teacher school experience across a minimum of two schools.

All student teachers, including those on employment based routes such as the Graduate Teaching Programme (GTP), should have the opportunity to undertake at

least one third of their school experience in a school that is recognised for high quality provision.

4.3 Roles and responsibilities in all partner schools

4.3.1 Whole-school approach

- There should be a whole-school approach to supporting student teachers, under the guidance of the senior leadership team and other in-school leaders, including mentors
- In-school support should include mentoring, supervision, constructive feedback, and assessment of the extent to which student teachers have met the Standards during their school experience
- Student teachers should receive regular structured opportunities to reflect on and analyse their school experience, drawing on other forms of professional knowledge including theory, research and knowledge of practice elsewhere. This should involve the contribution of HEI staff

4.3.2 School staffing and responsibilities for student teachers

- In-school support requires all schools in the partnership to designate trained senior staff, ideally senior managers, as co-ordinators. They also need to have a clear strategy for the selection and development of student-teacher mentors.
- Student-teacher mentors should be trained, experienced practitioners, either phase or subject specialists. Schools will set out how they select, support and monitor their mentors.
- Mentors' time to work with student teachers should be protected.
- Staff specifically assigned to the HEI-school partnership should be given protected time to undertake their responsibilities within it, including time for planning and management where necessary.
- All school staff who are regularly involved in ITE should have access to high-quality mentor training programmes.
- Staff in partner schools should identify their professional learning needs as teacher educators and arrange continuing professional development through the HEI, or elsewhere, as appropriate.

- Schools should provide school-based development opportunities for HEI-based teacher educators, as requested.
- In all school experience contexts, as well as observing a wide range of teaching, student teachers should plan and teach lessons or a series of lessons and receive constructive feedback.
- Student teachers, including those on employment based routes such as the GTP, should have a graduated introduction to teaching. This should include carefully planned periods of observation as well as paired teaching with other student teachers and with established effective teachers. Student teachers should only be expected to undertake full responsibility for classes on a graduated basis. During the first period of school experience they should teach no more than a 30% timetable over all. During the final period of their school experience they should teach no more than a 75% timetable. In their submissions, partnerships should set out their guidance to schools on these matters.
- Student teachers should undertake a variety of non-teaching activities, including engaging with parents, carers, governors and colleagues.
- Schools should support student teachers who are required to engage in action research during their school experience.
- Schools should provide enhanced support for student teachers who need it, in line with the partnership's procedures.

4.3.3 School facilities

- Student teachers will need access to appropriate work space and ICT resources, ideally at a level provided for full-time members of staff.
- Schools will also need to ensure that private spaces are available for mentoring, small group work and seminars.
- For specialist purposes, the HEI may require the use of school facilities to provide realistic settings for educating student teachers.

4.4 Roles and responsibilities of HEIs

4.4.1 HEI staffing and staff development

- The ratio of teaching staff to student teachers within the HEI should be one full-time equivalent (FTE) member of teaching staff for every 15 student teachers.
- The ratio of full-time to part-time staff should be at a sufficient level to maintain a high-quality programme. Accreditation submissions should justify the ratio and set out how the HEI ensures that its part-time staff are fully integrated into the teaching programme and the department/faculty of education more broadly.
- Teaching staff should have a qualification at a higher level than the accreditation level of the course on which they are teaching; if not, they should be working towards it. HEIs will be required to set out their plans to ensure that all such staff achieve a relevant qualification within five years. In the main, all lecturers and tutors should have been successful school teachers.
- Lecturers and tutors involved in school experience should participate regularly in staff development, including school-based development, to support student teachers, maintain high standards and inform equitable assessment. Additionally, HEI staff should be active in professional development programmes relevant to their role within ITE.
- The HEI should provide the professional learning that school staff might require to support student teachers effectively.
- All HEI lecturers and tutors should normally be research active and take lead roles in assimilating, conducting, publishing and supervising research. Partnerships will be required to evidence how HEI teaching staff are supported to be research active and to show how their research will inform the development of their ITE programmes.

4.4.2 The responsibilities of HEIs for student teachers

- HEIs' prime responsibility is to ensure that student teachers experience a high-quality ITE programme which enables them to become confident, competent, committed, newly qualified teachers.

- HEIs should support student teachers to construct and maintain a professional portfolio to support the Professional Learning Passport.¹³
- HEIs should support student teachers to develop their skills in literacy, numeracy, digital competence and the Welsh language.
- HEIs should provide enhanced support for student teachers who need it, in line with the partnership's procedures.

4.4.3 HEI facilities

Appropriate facilities should be available to support research, teaching and learning. These should normally include:

- appropriate location, quality and number of lecture halls and resource rooms, such as laboratories
- access and accommodation for all programmes, appropriate for all students
- appropriate teaching resources and equipment for all curricular areas
- library facilities and resources, including digital resources, to cater for student teachers and staff
- ICT facilities which support effective collaboration with all partners.

4.4.4 Safeguarding and student teachers' welfare

- The partnership should provide advice, support and guidance, including counselling, as well as medical and careers services.
- There should be clarity around safeguarding and whistle-blowing.

¹³ The Professional Learning Passport is an e-portal, hosted on the Education Workforce Council website. This Passport will underpin practitioners' career pathways and will support them to record, reflect on and identify the most appropriate professional learning opportunities so that they continue to develop and deepen their practice at every stage of their career.'

5. Programme inputs

In presenting their programmes for accreditation, partnerships will be required to provide details of the following:

- the conceptual framework
- course aims
- course design and areas of study
- entry requirements and selection procedures
- core studies
- professional and pedagogical studies
- subject studies
- school experience
- assessment
- the Equality Act 2010
- assessment of student teachers.

These are discussed below.

5.1 Conceptual framework

Programmes of initial teacher education should be supported by a clearly articulated conceptual framework informed by values, principles and research. This framework should be consistently visible in all programme components, such as content selection, teaching and learning strategies, assessment processes and the intended effect of the programme on the teaching and learning of school students. The framework should be developed collaboratively by HEIs and schools.

5.2 Course aims

The overall aim of a programme of initial teacher education is to prepare student teachers to become competent, thoughtful, reflective and innovative practitioners who are committed to providing high-quality teaching and learning for all pupils/students. They need to be prepared to achieve the relevant professional standards for registration with the Education Workforce Council in Wales.

Student teachers should develop the values, knowledge, skills and attitudes to meet national priorities such as literacy, numeracy, digital literacy and social inclusion and to work collaboratively with colleagues, co-professionals and parents. They should be committed to their own life-long professional learning, including engaging actively with educational research.

5.3 Course design and areas of study

As well as the course aims, submissions for accreditation should specify how different course elements are to be provided, such as face-to-face, online or through blended learning. Submissions should also explain how student teachers' learning from schools and HEIs is integrated.

ITE programmes should establish a set of high-level beginner competences for student teachers that they can build on through their careers. Programmes should focus on students' personal development and resilience, together with preparation for life in the classroom and for active engagement in the wider education community.

Core studies, professional and pedagogical studies, school experience and subject studies should be carefully planned and integrated. They should be effectively balanced in the programme and their inter-relationships should be explicit.

On standard **one-year postgraduate programmes**, school experience should comprise approximately two thirds of the programme; on **three-year programmes**, subject studies and school experience should constitute approximately one third each of programmes. On employment based routes such as the GTP requirements will differ. More details on school experience requirements are set out in Appendix 2.

5.4 Entry requirements and selection procedures

Full details of entry requirements for ITE programmes, including those for employment based routes are set out in Appendix 3.

The selection of student teachers must involve both the HEI and schools and must always include an individual interview. The process must determine candidates' personal aptitude for teaching, as well as their intellectual and academic abilities.

Partnerships must also satisfy themselves that candidates have appropriate knowledge and skills in numeracy, literacy and digital competence.

5.5 Core studies

Core studies will draw explicitly on a range of theories, research and other intellectual resources to develop student teachers' knowledge and understanding of, *inter alia*, the following:

- theories and research about pedagogy, human development and learning
- the role of assessment in teaching and learning
- the complex influences of personal, social and cultural factors on teachers and learners
- the diverse and changing nature of the school population in Wales and the relevance of this to teaching and learning
- current legislation, including an understanding of the Curriculum Cymreig and Welsh language requirements
- school students' rights, including their right to a voice in matters that relate to their lives
- the contractual, pastoral and legal responsibilities of teachers
- the history of education and of education policy in Wales
- the current organisation and management of schools in Wales and the tiers of accountability within the system.

5.6 Professional and pedagogical studies

Professional and pedagogical studies should draw on theory, research and student teachers' direct experience in schools to develop their knowledge, understanding and practical skills in relation, *inter alia*, to the following:

- classroom management and organisation
- the principles of curriculum design
- curriculum planning to meet the needs of *all* learners
- teaching literacy and numeracy effectively
- subject pedagogies and pedagogical content knowledge
- effective communication, including questioning

- the design and use of materials for teaching and learning to stimulate, support and challenge *all* learners
- the use of digital technologies
- meeting the needs of pupils from diverse cultural, linguistic, religious and socio-economic backgrounds
- meeting the needs of pupils with additional learning or other special needs
- the principles of assessment and how to use assessment effectively to support and report on pupils'/students' learning
- the use of data, research evidence and professional enquiry in the development of effective practice
- working collaboratively in the classroom and with colleagues
- safeguarding

5.7 Subject studies

5.7.1 Areas of Learning and Experience

The new national curriculum in Wales has six Areas of Learning and Experience: expressive arts; health and well-being; humanities; languages, literacy and communication; mathematics and numeracy; and science and technology. All student teachers need to be familiar with these curricular areas, together with their purposes, namely that children and young people develop as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.¹⁴

Individual teachers, including subject specialists in secondary schools, will draw upon the different Areas of Learning and Experience in their planning. Teachers should be encouraged to work creatively and collaboratively across subject boundaries, in the context of the four curriculum purposes, aiming to avoid compartmentalisation in subject teaching. Teachers should be able to help children and young people to make links across their learning, bringing together different

¹⁴ Welsh Government (2015). *Qualified for life: A curriculum for Wales – a curriculum for life*.

aspects to examine, for example, important topics such as citizenship, enterprise, financial capability and sustainability.¹⁵

Programmes of ITE therefore need to ensure that student teachers' subject knowledge and pedagogical content knowledge are at the level they need to engage with the Areas of Learning and Experience and to ensure that pupils/students experience high-quality education.

5.7.2 Subject studies content

Subject studies should include:

- knowledge of content appropriate to student teachers' chosen age-phase or subject specialism, including the subject's key concepts, substance and structure.
- pedagogical content knowledge, appropriate to age-phase or subject specialism.

Applications for accreditation need to specify how they identify areas of weakness in student teachers' subject knowledge and the explicit support they provide to remedy such weaknesses.

5.7.3 Subject studies in different programmes

- Programmes for **primary** teachers must include sufficient study in each of the six areas of learning in the primary school curriculum to equip them to teach across the years of the chosen specialism.
- **Undergraduate secondary** programmes must provide sufficient depth and breadth of knowledge for the area or areas that the student teacher intends to teach. These programmes must also include discipline-specific curriculum and pedagogical studies for each area the graduate intends to teach.
- **Secondary postgraduate** programmes should prepare student teachers to teach their specialist subject(s) across the full age-range of the secondary school.

¹⁵ Donaldson, G. (2015), *Successful futures – Independent review of curriculum and assessment arrangements in Wales*.

5.8 School experience

School experience, as with other areas of the ITE programme, should be designed jointly by the HEI and its lead partnership schools. It provides a vital opportunity for student teachers to develop their practical teaching skills and to test and develop their own personal theories of teaching and learning. It is therefore an integral part of the teacher education programme.

As far as practicable, student teachers should teach pupils/students in different age groups, including those who have a range of special and additional educational needs, and become familiar with schools across a range of socio-economic, linguistic and cultural contexts.

In summary, the school experience will incorporate the following opportunities for student teachers:

- **Teaching**
 - observing and teaching alongside effective teachers;
 - teaching jointly with other student teachers, where appropriate;
 - increasingly undertaking teaching on their own, particularly in the final period of school experience (see para 2 above).

- **Mentoring**
 - being provided with a trained mentor;
 - being observed and receiving regular feedback.

- **Reflection and Professional Development**
 - having structured opportunities to develop their understanding of whole-school issues;
 - affording regular formal opportunities (through, for example, 'learning rounds' or 'lesson study') to interrogate their own and others' teaching in the light of other forms of professional knowledge derived from theory, from research and from practice elsewhere;
 - providing opportunities to record their reflections and their own emerging 'theories' of practice in a journal/portfolio.

5.9 The Equality Act 2010

Student teachers should be familiar with the Equality Act 2010, particularly the aspects of it, such as curriculum delivery, which have relevance to schools. ITE programmes must ensure topics are taught in a way that does not subject pupils/students to discrimination and that actively tackles key inequalities. Student teachers should be encouraged to think about the ways that they teach so that they do not inadvertently discriminate against any-pupils/students.¹⁶

5.10 Assessment of student teachers

The assessment of student teachers should:

- use a range of measures
- take place throughout the course, with clearly specified progression stages
- include formative and summative assessment.

Student teachers must meet the standards of the school experience element of their programme if they are to gain their qualification. Student teachers who fail to do so should be offered teaching enrichment and further mentoring before being afforded one further school experience opportunity. A student teacher may have only two opportunities to pass each school experience.

Partnerships should make explicit provision for careers guidance for student teachers who do not reach the expected standard during the programme.

¹⁶ Adapted from *What equality law means for you as an education provider in Wales: guidance for schools*, Equality and Human Rights Commission (2014)

6. Programme standards (Outcomes)

The Programme Standards are based on the Welsh Government's Professional Standards for Qualified Teacher Status (QTS) in programmes of ITE. The Professional Standards are fundamental for all those in education, providing a strong sense of shared purpose.

Programmes will need to ensure that the outcomes achieved by their student teachers closely reflect these standards in relation to aspects such as professional values, curriculum, pedagogy, assessment, the learning environment, the wider context, professional reflection and learning, leadership and student teachers' commitment to their future professional learning.

Glossary

Accreditation: The professional accreditation of a Programme of Initial Teacher Education recognises that the programme fulfils the requirements [the accreditation criteria] of the body which admits entry to the teaching profession, i.e., the Education Workforce Council of Wales. It is separate from, but follows, the academic validation of the programme by the qualification awarding body, i.e., the HEI/University.

Blended Learning: Blended learning is a term used to describe a combination of face-to-face learning and on-line learning.

Competences: Teacher competences encompass the interrelated knowledge, skills, attitudes and dispositions embodied in the teacher's work, the holistic development of which begins during engagement with the programme of initial teacher education.

Conceptual Framework: The conceptual framework elucidates the principles, beliefs and values, informed by research and practice, which underpin the design and facilitation of the programme of initial teacher education by the HEI/School Partnership personnel.

Continuum of Teacher Education: The continuum of teacher education denotes the journey of lifelong learning by teachers, incorporating initial teacher education, induction into the profession, early years and continuing professional development, with seamless transitions spanning the teaching career.

Digital Competence: Digital competence refers to the student teacher's knowledge and understanding of technology and to the skills used in its application as a medium for teaching and learning.

Initial Teacher Education: Initial Teacher Education (ITE) refers to the first formal programme of preparation for the role of being a teacher, the first step on the continuum of teacher education.

Mentor: A mentor is a member of the partner school staff who guides, supports, supervises and provides feedback to student teachers. The mentor, usually a senior member of the school, will be a trained, experienced practitioner either as a phase or

subject specialist. Protected time is provided for mentors to undertake the responsibilities and fulfil the duties of their role.

National Categorisation Process: The National School Categorisation System in Wales takes into account the leadership, teaching and learning that goes on in Welsh schools, both primary and secondary, based on performance measures, self-evaluation from schools and corroboration of the school's self-evaluation by education consortia Challenge Advisers. The outcome of the performance data and self-evaluation generates a categorisation for each school, determined by consortia, discussed with the school and moderated by a quality assurance and standardisation group to ensure consistency within and across consortia.

Partnership: The partnership model of initial teacher education represents a formal arrangement between HEIs and lead partnership schools, underpinned by a Memorandum of Understanding, whereby they agree to work collaboratively in designing and facilitating the programme of initial teacher education.

Partnership Schools: Lead partnership schools will play a prominent part in recruiting student teachers, developing the ITE curriculum and providing development opportunities for HEI staff. They will contribute to leadership within the partnership and play a full part in each programme's quality assurance and self-evaluation. All partnership schools have a key role in enabling student teachers to teach, research, reflect and evaluate; they are not to be viewed solely as venues for 'teaching practice'.

Pupil/Student: Children and young people in school

Regional Consortia: The four Regional Consortia in Wales were formed after a joint project between Welsh Government, local government and other stakeholders to reshape school improvement services. They are now charged with raising the quality of outcomes for young people by improving the quality of teaching and learning in our schools and the quality of leadership of those schools. The four formal Education Consortia in Wales cover: North Wales (GwE); South West and Mid Wales (ERW), Central South Wales (CSCJES) and South East Wales (EAS).

Student Teacher: A student teacher, sometimes referred to as a "trainee", is a person who has embarked on a programme of initial teacher education.

Teacher Educators: Teacher educators are HEI and school personnel who are engaged in the facilitation of a programme of initial teacher education.

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Appendix 1: Estyn's role and the inspection of Initial Teacher Education in Wales

Estyn has a unique contribution to make to the maintenance and enhancement of quality of all forms of educational provision in Wales including initial teacher education. It does this in two ways: firstly through its direct inspection of ITE provision itself; secondly through its inspection of schools where ITE is taking place. After the new accreditation procedures outlined in this document have been implemented, Estyn's role in relation to ITE will continue with some modifications to current procedures.

Inspection of ITE provision

Estyn Inspections of ITE provision will be undertaken every five years, ideally one year prior to re-accreditation with the Education Workforce Council (EWC) so that inspection reports can feed into future accreditation exercises. Inspections will be undertaken using a revised inspection framework and guidance that explicitly takes into account the EWC's accreditation framework. The inspection will cover the contribution of all partners in relation to the part they play in the programme for ITE. It will therefore take account of the strengthened levels of responsibility of schools including their role in enabling student teachers to meet the Professional Standards. It will also cover a school's role in the planning and development and joint leadership and management of the ITE programme.

Inspection outcomes will be reported to the Minister for Education and Skills and to the Teacher Education Accreditation Board (TEAB) of the EWC.

In addition, Estyn will make an annual visit to all ITE providers. These visits will have two distinct purposes depending on the accreditation status of the provider.

Where a particular programme has been granted 'provisional' accreditation by the TEAB, the inspection will be a formal one, with particular focus on those issues identified as in need of further development before full accreditation is given by the TEAB. Estyn will report directly to the TEAB and the Board will then consider whether or not to grant full accreditation.

Once a programme has been granted full accreditation by the TEAB, Estyn will conduct annual 'monitoring' visits. These visits will be conducted on a collegial basis, reporting to the TEAB. If during these visits, Estyn had serious cause for concern, the TEAB may request that Estyn undertake a full inspection.

One further type of inspection may also be undertaken by Estyn: 'Thematic Reviews'. Such reviews, which might be confined to ITE provision or a combination of ITE and school provision, will focus on particular issues such as the teaching of early literacy or responding to additional learning needs. Estyn will not formally report its findings from these reviews to the TEAB, but they would be made available to them in order to contribute to any ongoing review of the Accreditation Criteria.

Inspection of Schools where ITE is taking place

As was noted in the report 'Teaching Tomorrow' Teachers – options for the future of initial teacher education in Wales', the ability of Estyn fully to recognise the contribution of schools to ITE during school inspections is a key issue in the future development of provision. Under new arrangements for school inspections currently being developed by Estyn, this will now be possible.

From September 2017, Estyn is considering introducing new, more flexible inspection arrangements for schools; this is likely to include a slimmer common core inspection model. Under these arrangements, Estyn inspectors would judge the impact of professional development (including contributions to ITE) on staff effectiveness and on the development of provision. In addition, under 'leadership and management', Estyn would consider how well leaders work with other providers to develop a culture of collaboration and improvement within and across providers. Where relevant, this would include inspecting the school's arrangements for ITE.

The new model may also include a thematic focus. Each year, Estyn is considering the idea of choosing two or three themes in areas of national importance to provide a Wales-wide picture for the annual report and to inform thematic reports and advice to the Welsh Government. The thematic focus could provide opportunities for schools providing initial teacher education to demonstrate how they are contributing to the national focus through the professional development of new teachers.

Appendix 2: Overarching requirements – criteria that have to be met for all programmes of study

All accredited providers must:

- design the content, structure and delivery of initial teacher education courses in line with the spirit of the accreditation criteria requirements and conceptual framework
- regularly and accurately assess student teachers' progress to enable them to meet or exceed the QTS outcomes before confirming to the appropriate body¹⁷ that they can be notified that they are qualified practitioners;
- Prepare all student teachers to teach across at least two consecutive curriculum age ranges as defined by the learning continuum
- Regularly and accurately assess and audit student teachers' personal skills in literacy and numeracy during training and at the point that they are assessed against the QTS professional standards,
- Ensure all student teachers spend the following minimum amounts of time training in at least two partnership schools supported by the education consortia, where appropriate recognising that a student teacher's former experience of working with learners may count towards these totals:
 - 32 weeks for all four year primary undergraduate programmes
 - 24 weeks for all two and three year undergraduate programmes
 - 24 weeks for all secondary postgraduate programmes
 - 24 weeks for all primary postgraduate programmes.
- Ensure each student teacher has experience in a minimum of two contrasting school settings.
- Ensure student teachers undertake relevant academic and/or practice based research activity and ensure that all student teachers are provided with at least 60 days of HE/school led training activity per academic year.

¹⁷ At the time of publication, the appropriate body under the School Teachers' Qualifications (Wales) Regulations 2012 is the Education Workforce Council (include purpose of primary legislation – EWC Functions regulations Wales 2015 as amended).

- Ensure student teachers are trained in the teaching of literacy and numeracy as appropriate and that this forms an integral part of the course;
- Build capacity by engaging in the development of action informed research and evaluation as part of their course provision in both HE and school placement settings
- Ensure student teachers have access to a Professional Learning Passport and are informed about the statutory arrangements for the induction of newly qualified teachers and have been helped to prepare for these;
- Familiarise students with the most recent national guidance on child protection, safeguarding, the principles of the UNCRC, Health and Well-being;
- That student teachers experience and practise a range of creative teaching methodologies and assessment tools and are able to apply these across all subjects and areas of learning and experience.

Appendix 3: Entry requirements for student teachers in Wales¹⁸

On entry all accredited ITE course providers must be satisfied that prospective student teachers:

- have the aptitude, capability, and resilience to meet the required QTS outcomes by the end of their ITE programme
- possess the appropriate personal and intellectual qualities to become excellent practitioners;
- have achieved the minimum qualification entry requirements for their phase of study/subject including a standard equivalent to a grade B in the GCSE examination in English and/or Welsh and in mathematics to support the Welsh Government's Literacy and Numeracy Framework
- For foundation phase/primary age range ITE programmes of study have achieved a standard equivalent to a grade C in the GCSE examination in a science subject;
- Have been vetted to ensure they don't have a criminal background which might prevent them working with children or vulnerable young people, or as an education practitioner; and ensure that student teachers have not previously been barred or excluded from teaching or working with learners (VBS); (safeguarding is a legal requirement)
- can read effectively and is able to communicate clearly and accurately in spoken and written English and/or Welsh;
- are assessed on entry as having the appropriate personal functional skills in literacy and numeracy applicable in a professional teaching and learning context;
- if undertaking postgraduate courses of ITET hold a first degree of a United Kingdom higher education institution or equivalent qualification¹⁹;

¹⁸ The student entry and selection requirements are minimum standards. Individual accredited ITET providers may have additional criteria they wish to use and can do so providing the minimum criteria are met or exceeded.

¹⁹ Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE Level 3.

- as part of the selection procedures, and in conjunction with partnering schools, have taken part in aptitude testing and group and individual interview to assess their suitability to become excellent teachers.