

Changes to the ITE Qualifications Framework: New challenges and expectations for teacher trainers

Ann Gravells

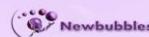
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Annual Teacher Training Conference
6th December, Croydon Park Hotel, Croydon



Overview of keynote address

- Changes and developments regarding teacher training
- Historical perspective
- Overview of the initial teacher training (ITT) qualifications
- Challenges for teachers and learners
- Expectations of teachers and learners
- The Education and Training Foundation
- Points to consider.



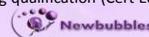
Changes and developments regarding teacher training

- Our sector seems to be in a state of constant change
- We have government departments which change, e.g.
 - Training and Development Lead Body (TDLB)
 - Lifelong Learning UK (LLUK)
 - Standards Verification UK (SVUK)
 - Learning and Skills Improvement Service (LSIS)
- none of which now exist
- We had teaching regulations (2007) which have now been removed (2013).



Historical perspective

- Historically, unlike teachers in state schools, teachers in the further education and skills sector did not require a teaching qualification
- 1970s The Further Education Teachers' Certificate (FETC) became available, aimed at teachers of post compulsory ages – not mandatory
- 1990 The Training and Development Lead Body (TDLB) was established to write standards for various teaching roles
- 1999 The standards were revised and incorporated into the Further Education National Training Organisation (FENTO) standards
- 2001 Became mandatory for all FE teachers in England and Wales to work towards a teaching qualification (Cert Ed/PGCE).



- 2006 LLUK New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector came into effect, replacing the FENTO standards
- 2006/2007 PTLLS, CTLLS and DTLLS available
- 2007 The Further Education Teachers' Qualifications (England) Regulations 2007 were introduced for new teachers (ATLS/QTLS status). Existing teachers who were already suitably qualified prior to the 2007 Regulations, and who fulfilled the FENTO requirements did not need to take the new qualifications
- 2007 The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007 were introduced. Compulsory annual CPD and registration with the Institute for Learning (IfL)
- By 2011, around 80 per cent of college teachers were qualified and 19 per cent were working towards qualification <http://www.wired-gov.net/wg/wg-news-1.nsf/IfI/DNWA-9DPGQ3>



- 2011/2012 PTLLS, CTLLS and DTLLS were revised
- 2012 (Sept) The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007 were revoked
- 2013 (Sept) The Further Education Teachers' Qualifications (England) Regulations 2007 were revoked. It is now up to individual employers to decide what qualifications their teachers should hold
- 2013/2014 Award, Certificate and Diploma in Education and Training become available, to replace PTLLS/CTLLS and DTLLS.



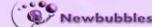
Overview of the initial teacher training (ITT) qualifications

- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training (Cert Ed/PGCE)

The Lifelong Learning Sector is now known as the Further Education and Skills Sector



Level 3 Award in Education and Training (QCF) 12 credits 3 mandatory credits Level 3 No minimum teaching practice requirement, but there is a minimum microteaching requirement (15 minutes) Optional credits include units from the Learning and Development qualification	Level 4 Certificate in Education and Training (QCF) 36 credits (minimum of 21 credits at L4) 21 mandatory credits Level 3 and 4 Includes the mandatory unit from the Level 3 Award (RPL) 15 optional credits Level 3 and 4 2 assessed observations of teaching L4.4 mandatory unit: http://www.enl.gov.uk
Level 5 Diploma in Education and Training (QCF) 120 credits 75 mandatory credits Level 4 and 5 Can include 4 L4 mandatory units from the Certificate (RPL) 100 hours teaching practice 8 assessed observations of teaching L5 mandatory unit: http://www.enl.gov.uk	Level 5 Diploma in Education and Training (QCF) including specialist pathway 120 credits 75 mandatory credits Level 4 and 5 45 credits in one of: • English (Literacy) • English (ESOL) • English (Entry level ESOL) • Mathematics (Numeracy) • Teaching Disabled Learners A minimum practical requirement of 100 hours, 50 of which must be in the specialist area 8 assessed observations of teaching, 4 in specialist area http://www.excellencegateway.org.uk/node/65



Challenges for teachers and learners

Teachers:

- Expertise to deliver/assess the different units (knowledge and performance)
- Choice of optional units (rules of combination, some from other qualifications)
- Different delivery models (classroom, blended, online)
- Resources (availability)
- Funding, targets, guided learning hours (contact/non contact time)

Learners:

- Capability and commitment to achieve (initial assessment e.g. current skill levels and minimum core)
- Use of new and emerging technology (access, availability, competence)



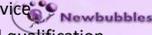
Expectations for teachers and learners

Teachers, to:

- meet the needs of learners and organisation (appropriate units)
- follow awarding organisation (AO)/HEI requirements (many differ)
- carry out appropriate observations (use of Ofsted grading?)
- refer to the Professional Standards (to be revised next year)

Learners, to:

- receive a quality service
- achieve an accredited qualification



- Current government policy is to improve the quality and efficiency in FE and skills training, amongst 10 key points* are:

- freeing colleges from central government control
- making FE teacher training more professional

- However, the *Professionalism in Further Education Interim Report* (2012) recommended the deregulation of both the Teaching Regulations and the CPD regulations, making the suggestion that they had not had the intended impact
- On the same day, BIS published a research paper (number 66) *Evaluation of FE Teachers' Qualifications (England) Regulations 2007* which gave compelling evidence that the regulations and qualifications did have a positive impact on further education teaching and learning.

*Improving the quality of further education and skills training in England (BIS and DfE 2013) http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/246666/improving-the-quality-of-further-education-and-skills-training-in-england.pdf



- The Rt Hon Dr Vince Cable MP at the Association of Colleges conference (20.11.13) stated:

- "Performance in colleges has improved year on year for the last 3 years, with two thirds of colleges now rated either good or outstanding."

- The shadow education secretary, Tristram Hunt MP (at the same conference) stated:
- "A future Labour government would insist on college teachers being qualified."

- Why deregulate when having mandatory qualifications has proved successful?

<https://www.gov.uk/government/speeches/association-of-colleges-conference-2013-colleges-and-innovation>



Should teaching qualifications be left to chance? (IfL 2013)

- A collection of thought pieces by practitioners and leaders, in defence of learning excellence delivered by professionally qualified teachers and trainers across England's further education and skills system.
- Toni Fazaeli, Institute for Learning's chief executive stated:
"Further education plays an indispensable role in improving the life chances and career opportunities of millions of people, for the benefit of our economy and society."
"IfL believes that tomorrow's engineers, accountants, technicians, mechanics, plumbers, chefs and healthcare workers should be taught by teachers who know their specialist subject well and have been through initial teacher training to ensure that they have the right teaching skills too."

<http://www.ifl.ac.uk/newsandevents/press-releases/should-teaching-qualifications-be-left-to-chance>



- Joe Vinson, vice-president (further education) of the National Union of Students (NUS), and a contributor to the publication, stated:
- "To have someone at the front of a workshop or classroom with no quantifiable or standardised way of supporting a diverse group of students is a disservice to the students themselves, the college and the community they serve."
- "I want professional teachers and trainers to stay at the heart of FE. I want to see their professional status remain, and I want them given the recognition and support they deserve, because great and skilled teachers make achieving and supported students."

<http://www.ifl.ac.uk/newsandevents/press-releases/should-teaching-qualifications-be-left-to-chance>



The Education and Training Foundation

- The Education and Training Foundation came into effect in September 2013 in the UK (previously known as the FE Guild) to improve professionalism and standards in the further education and skills sectors
- The Foundation is funded by The Department for Business, Innovation and Skills (BIS). They set the professional standards and provide support to ensure learners benefit from a well-qualified, effective and up-to-date professional workforce supported by good leadership, management and governance
- The ETF is funded by BIS, but 'owned' by the Association of Colleges (AoC), Association of Employment and Learning Providers (AELP) and the Association of Adult Education and Training Organisations (known as Hoxex)
- They are currently consulting regarding a review of the LLUK Professional Standards for teachers, tutors and trainers (to be implemented from April 2014)

<http://www.et-foundation.co.uk/>



Points to Consider

- We are in the business of helping learners obtain qualifications, is it fair to them that their teachers don't need to be qualified?
- Should regulations be re-introduced to make ITT qualifications mandatory, or should the decision be left to their employers (as per current government policy)?
- What will the impact be over time, if employers are left to self regulate? Who benefits, who loses?
- Is the ITT qualification content really any different to what we've been using over the years?
- Therefore, is there a crisis in teacher education?



Summary

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Thank you

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