

Refresh of the Criteria for the accreditation of initial teacher education in Wales

Consultation response form

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Responses should be returned by **5 January 2023** to:

Initial Teacher Education Branch
Pedagogy, Leadership and Professional Learning Division
The Education Directorate
Education, Social Justice and Welsh Language
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to: ITEducationAddysgGA@gov.wales

Question 1

- i) Do you work in or support the delivery of initial teacher education (ITE)?
(If no continue to iv.)

Yes	✓	No	<input type="checkbox"/>
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- ii) If Yes, in which type of setting/organisation do you work?

ITE partnership – HEI	<input type="checkbox"/>	Local authority	<input type="checkbox"/>
ITE partnership – primary school	<input type="checkbox"/>	Regional consortium	<input type="checkbox"/>
ITE partnership – secondary school	<input type="checkbox"/>	Regulatory body (including inspectorates)	✓
ITE partnership – through school	<input type="checkbox"/>	Government	<input type="checkbox"/>
ITE partnership – special school	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

- iii) What is your primary role?

Teacher education/student teacher mentor – HEI-based	<input type="checkbox"/>	Induction/NQT support officer	<input type="checkbox"/>
Teacher educator/student teacher mentor – school-based	<input type="checkbox"/>	Inspector	<input type="checkbox"/>
ITE partnership leader – HEI	<input type="checkbox"/>	Accreditation monitoring official	✓
ITE partnership leader – lead partner school	<input type="checkbox"/>	ITE partnership leader – partner school	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>		

- iv) If you do not work in or support the delivery of ITE, in what capacity would you like to provide feedback?

Parent/carer	<input type="checkbox"/>	Professional associations including education workforce unions	<input type="checkbox"/>
Child or young person (under 18)	<input type="checkbox"/>	Third sector	<input type="checkbox"/>
Adult (not a parent or carer)	<input type="checkbox"/>	Training provider	<input type="checkbox"/>
Student teacher	<input type="checkbox"/>	Government	<input type="checkbox"/>
Newly qualified teacher	<input type="checkbox"/>	Student/academic	<input type="checkbox"/>

School teacher (not currently working as a teacher educator)	<input type="checkbox"/>	Headteacher (not currently involved with an ITE partnership in Wales)	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>		

v) Are you providing feedback on behalf of an organisation or group?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If 'yes', please specify.

The Education Workforce Council, including feedback from both (a) full Council, and (b) the Initial Teacher Education Advisory Board.

Question 2 – Have you read the ‘Refresh of the Criteria for the accreditation of initial teacher education in Wales’ consultation document?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If you have selected ‘No’ we recommend you read the document before continuing with the response form.

Question 3 – Do you agree that the amendments to ‘Section A: A vision for initial teacher education in Wales’ in the document make more explicit the vision for ITE in Wales and the intellectual thinking required to design and deliver ITE programmes?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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If you have any comments related to your response, please use this space to elaborate.

The Council welcomes the revised version of the vision for ITE in Wales. The proposed revisions articulate effectively both the overarching vision itself, as well as making explicit the principles by which ITE partnerships should approach their own thinking in regards to their vision for student teacher learning. We are pleased that the vision outlines some of the practical implications of this, setting the context for schools and universities working together collaboratively.

Question 4 – Do you agree that the amendments to ‘Section B: ITE programmes structures, processes, and inputs’ reflect the maturing educational reforms in Wales, make the requirements clearer, and further the quality requirements for ITE programmes in Wales?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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If you have any comments related to your response, please use this space to elaborate.

The Council supports the amendments made to Section B of the Criteria. We are pleased to note that changes made to the Criteria reflect recent legislative change and policy direction, for example ensuring that partnerships are required to align priorities with the Initial teacher education Black, Asian and Minority Ethnic recruitment plan and the Welsh in education workforce plan.

The Council welcomes changes within Section B, where specific requirements have been strengthened for partnerships, namely the requirement for a research strategy to underpin the development of research in ITE in Wales. Furthermore, clarifications made to (for example) section 4.2 Criteria for the Inclusion of Schools in Partnership, ensures that EWC and the ITEAB can carry out our accreditation and monitoring functions, backed by clear and robust terminology.

The Council also notes the changes made to make more explicit the responsibilities of Lead Partner Schools as a key component of the vision for ITE in Wales. This will further the support the reform agenda and the work of ITEAB in accrediting and monitoring ITE provision. The Council welcomes the addition of explicit reference to a ‘middle years’ programme. We anticipate that this may be welcomed by some partnerships, and has the potential to add significant value to the profession in terms of breadth and quality of recruitment.

Question 5 – Do you agree that the amendments to ‘Section C: Programme outcomes’ reflect the maturing educational reforms in Wales, make the requirements clearer and more explicit, and further the quality requirements for ITE in Wales?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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If you have any comments related to your response, please use this space to elaborate.

The Council agrees that the changes outlined in Section C will further strengthen the quality requirements for the achievement of QTS, and notably the alignment with the induction standards and relationship between the two. The Council notes the importance of Appendix 3 in relation to the application of the standards, and the importance of partnerships working closely together to adopt practical, proportionate and sensible and

holistic approaches to the monitoring of student teachers' fulfilment of the standards for QTS.

Question 6 – Do you agree that the amendments to the following sections:

- 'Glossary'
- 'References'
- 'Appendix 2: Entry requirements for student teachers in Wales'
- 'Appendix 3: Standards for Qualified Teacher Status – further advice for ITE partnerships in the design of programmes'

support the changes to the main body of the document?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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If you have any comments related to your response, please use this space to elaborate.

The Council is particularly pleased to note that Appendix 2 further clarifies the entry requirements associated with ITE programmes in Wales. Notably, the additional requirements for middle years programmes are explicit and clear to all stakeholders. The Council welcomes the revision to the entry requirements for GCSEs, which should ensure greater consistency with competing ITE providers in the rest of the UK, increase equality of opportunity for Welsh students wishing to study initial teacher education in Wales, and remove a potential barrier for students from international educational backgrounds to enter onto programmes of ITE in Wales.

Question 7 – Do you agree that the inclusion of 'Appendix 4: Specialist primary phase ITE provision for ALN' clearly outlines Welsh Government's aims to determine whether any changes are required in the Wales ITE framework to meet and support the requirements and aspirations of learners with the most complex additional learning needs?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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If you have any comments related to your response, please use this space to elaborate.

The Council agrees that the inclusion of Appendix 4 is a positive addition to meet and support the requirements of all learners, including those in ALN settings either within mainstream or special school settings. The distinction between special school settings

already involved in mainstream programmes and the specific parameters of the new programme is helpful. This will ensure the continued representation of special schools within Initial Teacher Education in Wales, whilst providing greater opportunity for deeper involvement with specific programmes to ensure the needs of those learners are met. As a point of note, EWC will seek for these new programmes to be accredited separately from existing PGCE Primary programmes.

The clarity provided in relation to the Teacher Planning and Supply Model (TPSM) is also helpful. This will better enable partnerships to make effective decisions on accreditation approaches, based upon the three-year trajectories provided by Welsh Government to the sector from 2022/23.

There may be opportunity to further clarify the requirement that these programmes apply to the primary curriculum. Namely, that programmes will not be able to apply the primary curriculum to secondary age learners who are developmentally at secondary age. For these learners, the entry and programme requirements of secondary or middle year programmes should still apply.

Question 8

We would like to know your views on the effects that the refreshed criteria would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

The Council welcomes the removal of any ambiguity in regards to the option of Welsh Medium provision. The Criteria are now clear in that it is the responsibility of any Partnership wishing to provide ITE in Wales, to ensure that Welsh medium provision is a core part of any programme. This should mean that there are no geographical disparities in the opportunities for entry to the profession for people to use Welsh. Furthermore, the direction of travel outlined within section 4.6 should mean that partnerships are prepared strategically to develop their Welsh medium provision through their second (and into third) round of accreditation.

There may be further opportunity to enhance Welsh language development for non-Welsh speakers. Through monitoring activity, ITEAB have seen that some partnerships interpret the requirement for ‘...35 hours of Welsh language skills development per year as part of their programme’ includes directed study. This could be strengthened through either direct contact or better provision of online materials developed by the partnership.

The encouragement to partnerships to ensure ‘Welsh-speaking student teachers (regardless of whether they are on a course preparing them to teach in Welsh)

undertake at least one placement in a Welsh-medium school' is helpful in that it provides student teachers who are less confident in their Welsh speaking ability and would have ordinarily undertaken all placements through the medium of English, with the opportunity to develop their Welsh language skills in a school setting. The Council also notes the opportunities for collaboration between Partnerships in respect of Welsh medium provision where student numbers are small. The Criteria currently suggests that the arrangements for which : '....could be virtual and organised jointly across more than one partnership' – it may be worthwhile exploring in greater depth any arrangements for these types of innovative approaches.

Question 9 – Please also explain how you believe the proposed criteria could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

The Council feels that the refreshed Criteria place appropriate requirements of partnerships to deliver positive effects for people who wish to use the Welsh language. Other than those comments outlined in response to Question 8, the Council does not envisage other changes to the Criteria, that could reasonably be made in the constraints of ITE programmes, that would have beneficial impacts.

Question 10 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

None.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: