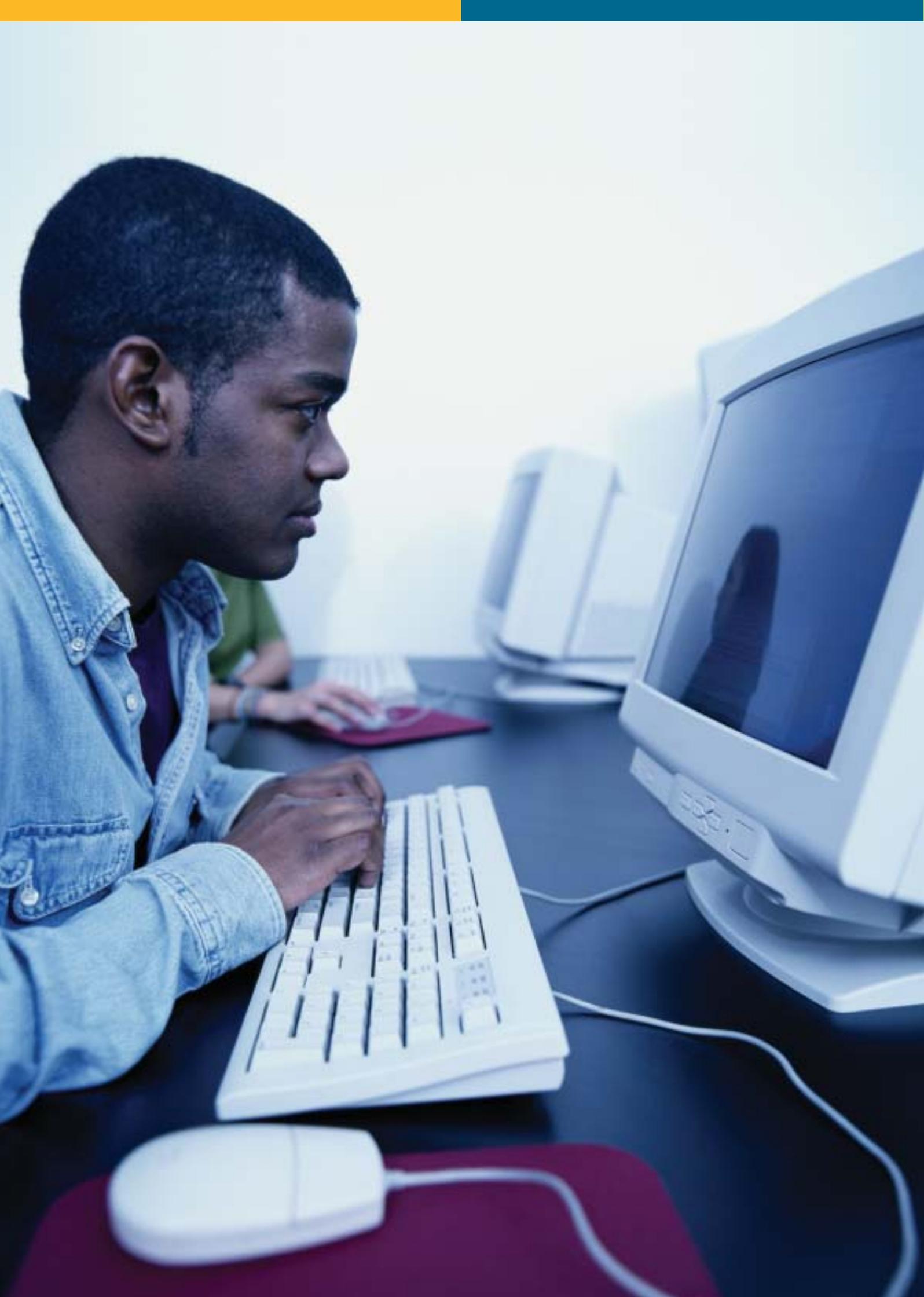


Standards Unit

Equipping our Teachers for the Future:

Reforming Initial Teacher Training for the Learning and Skills Sector





Equipping our Teachers for the Future:

Reforming Initial Teacher Training for the Learning and Skills Sector

Contents

	Foreword	3
	Summary	4
One	Our Vision	4
Two	Working with our Partners	6
	<ul style="list-style-type: none">• Results of our consultation• Systems• Continuing consultation	
Three	The Reform Described	7
	<ul style="list-style-type: none">• The offer to trainee teachers• Investing in good workplace practice and partnerships• Standards• Quality assurance• Legislation	
Four	Infrastructure	14
	<ul style="list-style-type: none">• Department for Education and Skills• Lifelong Learning UK• Learning and Skills Council• Institute for Learning• DfES Standards Unit Regional Network	
Five	Funding	16
Six	Timing	17

Note: A flow-chart of the model for teacher training is included on the centre pages of this document.

This document sets out our plans for reforming initial teacher training within the learning and skills sector, in order to equip teachers with all the skills they need to teach in the future. It follows our public consultation between November 2003 and February 2004. A summary of the responses to the consultation can be downloaded from <http://www.dfes.gov.uk/consultations/>

Foreword

The post-16 learning and skills sector is pivotal to our aim of bringing social justice and economic prosperity to everyone. The sector provides learning to about six million people each year: to young people preparing for working life or university; to adults changing careers; to returners to the jobs market; to employees developing their skills; and to people wanting to learn for the pleasure of it.

There is much to praise in the sector, and we have radical plans for further improvement. The overall agenda is set out in our five-year strategy for children and learners, published in July 2004. This builds on Success for All, our agenda for reform in the learning and skills sector launched by Charles Clarke in November 2002.

Two years on, we are seeing real improvements. The sector can rightly take pride in many achievements – including improved success rates; establishing 262 Centres of Vocational Excellence (CoVEs) and 58 Learning and Skills Beacons; the increased take-up of apprenticeships; and the high satisfaction levels demonstrated in learner and employer surveys.

These successes depend upon the commitment and skills of the people working in the sector. This document looks at the training and development of one particular section of that workforce – our teachers.

There are many examples of great expertise, and we are determined to build upon them to achieve the kind of step-change we have seen in recent years in the training of schoolteachers. We want teaching in the learning and skills sector, with its unique range and diversity, to become a career of choice.

The proposals outlined in this document are backed by substantial new funding, increasing over the next three years. They are based on our consultations with the people who work in the sector (and we are grateful to everyone who contributed their views). They are set out over a three-year timescale to ensure that we get them right first time.

We in Government will play our part in implementing these proposals, but we cannot succeed alone. All of our partners nationally, regionally and locally, as well as individual teachers and student teachers, should join with us to bring about the improvements that this sector, its workforce and its learners deserve.



Dr Kim Howells MP

Minister of State for Lifelong Learning, Further and Higher Education

Summary

1. The initial training of those with a teaching role across the whole learning and skills sector is important to the delivery of Success for All. It therefore contributes to our strategies for 14-19 year-olds, skills and adult literacy, language and numeracy. We began to tackle the weaknesses highlighted by Ofsted in November 2003 with a consultative paper proposing a package of reforms. This consultation was successful in engaging the sector. We now propose to achieve a step change in the quality of teacher training by:
 - introducing a new offer for trainee teachers, leading to a new QTLS award – Qualified Teacher Learning and Skills;
 - investing in providers and partnerships that demonstrate high standards of support for trainee teachers in the workplace;
 - setting new standards for teachers across the learning and skills sector;
 - setting in place more effective quality assurance mechanisms;
 - introducing simple and effective planning and monitoring arrangements through Lifelong Learning UK (LLUK), the Sector Skills Council in development;
 - developing the skills of teacher trainers, within a professional framework set by LLUK;
 - amending the current Regulations for teachers' qualifications in further education;
 - piloting aspects of the reform - in particular approaches to mentoring to help teachers develop teaching skills in their own specialist or subject area;
 - introducing new funding in April 2007, with development funding in 2005-06 and 2006-07; and
 - introducing the reforms as a whole package from September 2007, with a programme of development and preparation between 2005 and 2007.
2. We need to recognise that a teacher's training is not complete when initial training ends. We want all teachers to commit to lifelong professional development, so that their skills are always up-to-date as the needs of learners change. The first step is to ensure that teachers are professionally trained and as well-equipped as possible at the start of their teaching career.
3. This reform is not a quick fix: it will take some years to implement. Some of the early steps we see clearly, and they are more fully described in this document. Others are less clear, and will need to be developed as we move forward. We may issue further guidance on some aspects in due course.

One: Our Vision

- 1.1 Over time we want to see all learners taught by qualified and skilled teachers. The quality of training a teacher receives affects their teaching throughout their career. It affects the achievements and life chances of their students – some six million annually in the learning and skills sector. Given the sector's range, teacher training has a direct impact on:
 - our five-year strategy for children and learners;
 - the skills strategy, which aims to engage adults and employers with the sector and to improve the national supply of skills, often in ways that go beyond more conventional teaching in a classroom or workshop;

- the 14-19 reform strategy, and further reforms in response to the recommendations in the report from the 14-19 Working Group, published on 18 October 2004. The Government will issue a White Paper early in 2005 setting out its proposals for far-reaching reforms to the 14-19 phase over the next decade. Our arrangements for initial teacher training in the learning and skills sector will need to adapt as the 14-19 work goes forward;
- Skills for Life, the national strategy for improving the literacy, language and numeracy skills of 2.25 million adults by 2010;
- the key skills that underpin success in education, employment, lifelong learning and personal development;
- the attainment levels of young people and their aspirations to enter higher education, and courses such as Foundation Degrees; and
- the reform of the Children's Workforce, including developing the Common Core of Skills and Knowledge for staff - many of whom, such as nursery nurses, train in the sector.

1.2 If these aims are to be achieved, individual learners must succeed, and they must have good, imaginative, modern and relevant teaching (including, for instance, the use of technology to promote personalised learning). Good teaching flourishes where teachers' employers provide systematic and comprehensive support for initial training, followed by ongoing professional development. We want to invest in developing and extending good practice on the part of employers in the sector.

1.3 We have some good foundations on which to build. There are many skilled and experienced

teachers, and excellent practice in teaching and in professional development for teachers. But there is also room for improvement. The reforms set out in this document will raise the standard of teacher training across the whole sector. Over time they will result in greater public esteem for teachers, their institutions and their sector; they will help achieve joint working with schools, leading to parity of status and professionalism; and they will make teaching in the learning and skills sector a career of choice for many young people and for those changing career.

1.4 We want teachers in the learning and skills sector to become role models for lifelong learning. They will be trained and qualified in:

- the skills and the subjects they teach at the levels appropriate to their teaching, which may be level 1 or degree level; and
- the skills of teaching their subject in the workshop, laboratory or classroom.

Throughout their careers, teachers will go on updating their subject and teaching skills and knowledge, as the context in which they work changes.

1.5 Our reforms embrace teacher training across the whole of the learning and skills sector. Trainers in work-based learning and tutors in adult and community learning need access to teacher training like their college-based colleagues. In the same way, trainers who work in the wider public sector (including, for example, the emergency services and the armed forces) and from large private sector employers take initial teacher training courses run by the sector. These individuals may not always be called teachers, but anyone with a teaching role needs training that fits that role. Teacher training courses and the qualifications to which they lead need to be adaptable to the working context of this wide range of

people. We will do further work with the providers of work-based and adult and community learning to find the best approaches in their contexts.

- 1.6** Equality and diversity are central principles of our strategy. We want teachers to represent the communities they serve. We believe that a diverse teaching workforce (for example, native language speakers who teach ESOL - English for Speakers of Other Languages) will lead to wider participation in learning by the community. We will continue to work with our colleagues across the sector to explore ways, including targeted marketing, to attract into the profession people with the right gifts and talents from all sections of the community. We will ensure they have the support they need to enter and succeed in teaching.

Two: Working with our Partners

- 2.1** Government cannot make a success of these reforms by itself. We will provide leadership and funding, but our partners must also play their part to the full. From the start we have worked with our partners and will continue to do so as we put these reforms in place. Our partners and teachers themselves are central to the process.

Results of our consultation

- 2.2** Our consultation, which took place between November 2003 and February 2004, was successful in engaging a large number of teachers and trainers, and also our partners at national, regional and local level. In total about 500 people attended three national events and 12 focus groups, and we received nearly 200 written replies, representing many practitioners. A summary of the responses was published on the Department's website (<http://www.dfes.gov.uk/consultations/>) in June 2004.

- 2.3** We have listened carefully to our partners. There were many different views represented, but organisations and individuals across the sector were in broad agreement with the proposals. But our respondents also stressed a number of key points:

- that teachers in the learning and skills sector want parity of esteem and of professionalism with schoolteachers;
- that effective machinery is needed to implement the reforms;
- that adequate funding is essential; and
- that we should take this opportunity to get the reforms right, avoiding the temptation to rush the reforms or to introduce piecemeal changes.

Systems

- 2.4** We have considered whether we should follow the example of teacher training for the schools sector, and ask the Teacher Training Agency (TTA) and the General Teaching Council (GTC) to manage teacher training for the learning and skills sector. The view of our respondents was clearly 'no'.

- 2.5** The TTA and GTC have been very effective in raising the standards of teacher training for schools. We want to learn all we can from the experience of the schools sector and need to achieve similar outcomes, but we need systems specifically for the learning and skills sector. Our main reasons are:

- the TTA already has a large agenda, now being increased to cover the whole school workforce;
- the TTA does not have experience of the vast range of provider settings and vocational training in the learning and skills sector, with its diversity of learners and of levels from pre-entry to higher education; and

- Lifelong Learning UK is the Sector Skills Council in development, representing the employers of staff in the sector, with the specific remit to set standards and manage the development of the workforce.

Continuing consultation

2.6 Our plans amount to a significant programme of reforms. It is not a quick fix, and will take some years to implement. As the reforms take place, the partners in the learning and skills sector will need to work together. For our part in Government, we will continue to listen, consult and work with others by:

- offering regular updates in our newsletters and on our websites so that everyone knows what is happening;
- providing a forum for partners to debate the issues and progress;
- setting up task groups to focus on particular issues;
- having regular meetings with key partners; and
- charging the regional network of the Department's Standards Unit with bringing together higher education institutions (HEIs), learning and skills providers and practitioners to develop and pilot our package of reforms.

Three: The Reform Described

The offer to trainee teachers

3.1 Teachers in the learning and skills sector have a wide range of specialist areas, roles and responsibilities. We want all teachers in the sector to be qualified to teach and to be awarded a licence to practise. The heart of the reform is the offer of high quality training which leads to qualifications both for new teachers and for experienced teachers who have not yet trained in teaching skills, wherever they work in the sector.

3.2 Teachers meeting the necessary standards will be awarded 'Qualified Teacher Learning and Skills' (QTLS). There will be two stages leading to QTLS (a flow-chart of the main steps in our new model for teacher training is set out on the centre pages of this document):

- an initial 'passport to teaching' module, assessed at level 3 or above and lasting about 30 guided learning hours (excluding teaching practice and observation); and
- full teacher training, which new teachers will have up to five years to complete, although many will do so in less time (including those who already have some experience) and there may be extenuating circumstances resulting in an extension beyond five years. The clock would start ticking when teachers enrol on their 'passport' module.

3.3 At the start of their teaching careers, all teachers should take the passport to teaching, which will equip them with the introductory skills and knowledge they need to teach their subject. However, those whose role is limited to, for instance, monitoring and assessing the progress of trainees in the workplace, or visiting speakers who make occasional contributions to programmes, will be exempt from taking this award.

3.4 Those whose teaching role is limited to the delivery and assessment of their specialist area may exit following successful completion of the passport award. All other teachers, whether part-time, fractional or full-time, should go on to the full QTLS award, which will enable them to take on more areas of responsibility, such as initial assessment, course planning and management, pastoral roles and so on. The five-year period allowed for completion will allow the new teacher time to acquire the practical skills and to master the written parts of the course.

3.5 Both the passport and full training courses will contain a mix of the taught and the practical. It is essential that these elements are integrated and support each other. Both must therefore be delivered by a team, consisting of those teaching the pedagogical elements, and those in the workplace responsible for line management, supervision and support.

3.6 Both courses will also contain elements designed to respond to Ofsted's findings and to the needs expressed by those taking part in our consultation. These include:

- initial assessment, leading to individual learning plans and forming the basis of a professional development record (which is described below);
- accreditation of prior learning and experience: experienced teachers might already meet the requirements of the passport and some of full teacher training too. They would be able to fast-track through parts of the course;
- Skills for Life support: there will be no entry requirement in terms of literacy, language and numeracy skills, but all teachers will need to demonstrate specified standards by the end of their course. The support they need to do this will be provided. We will consider further whether this competence will be assessed as part of trainees' work, or by separate external tests along the lines of initial teacher training in the schools sector;
- mentoring of teachers in the workplace: an essential aim of the training is that teachers should have the skills of teaching in their own specialist or curriculum area. The taught elements of teacher training courses are likely to be generic, because of the range of teachers taking part. Subject-specific skills must be acquired in the

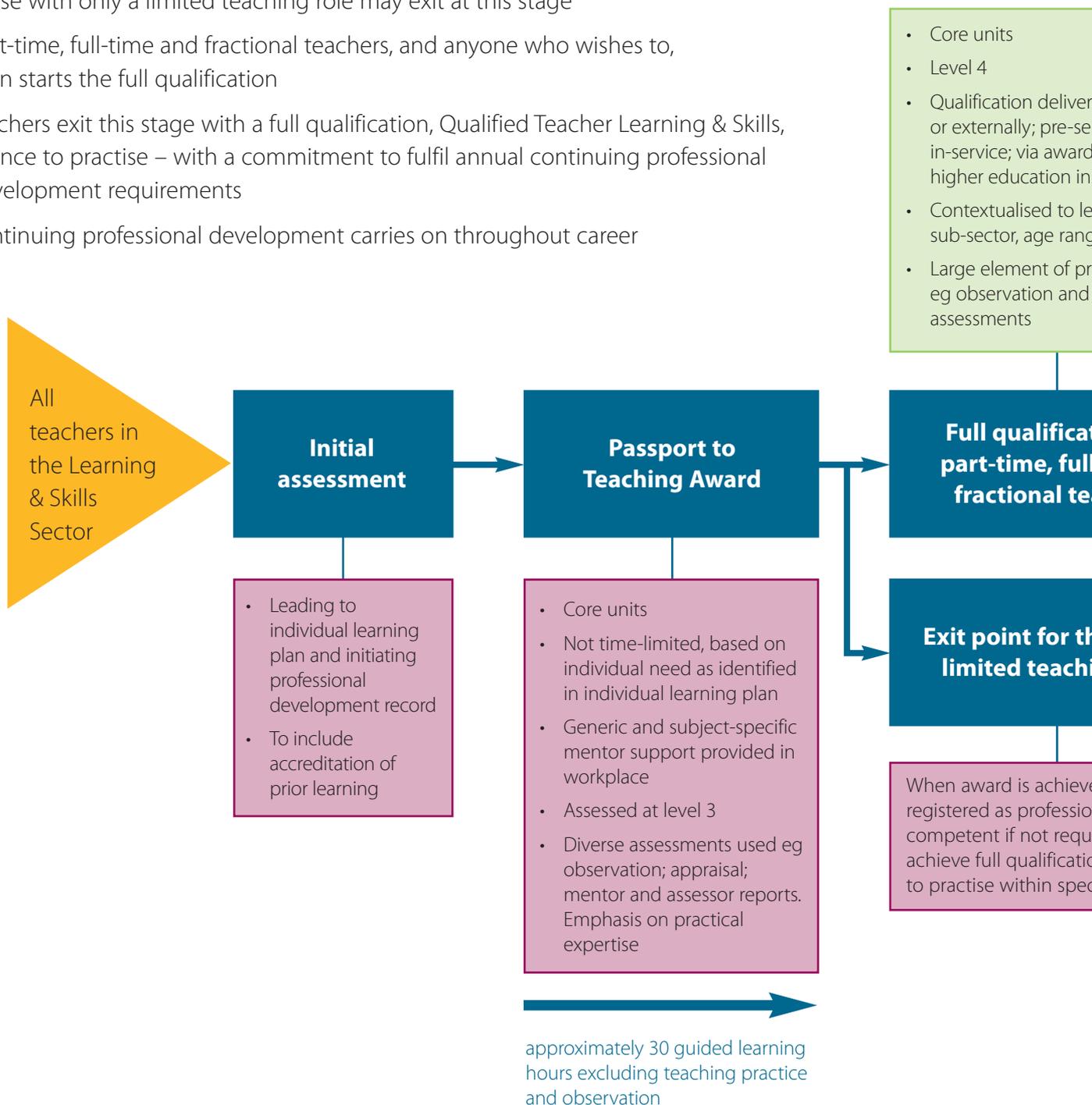
teachers' workplace and from vocational or academic experience. Mentoring, either by line managers, subject experts or experienced teachers in related curriculum areas, is essential;

- blended learning: teacher training is now increasingly delivered using e-learning, so that trainees can learn when and how they choose;
- observation: an essential element of teacher training is the observation of the trainee's teaching and constructive feedback. There will be a minimum of eight observations during a full training course. Some must be conducted by mentors or managers in the teacher's workplace, and others by those delivering the taught elements of the course. The teacher training team (see paragraph 3.5 above) must decide when and by whom these observations take place, in order to support the trainee's learning most effectively;
- a professional development record or log: this log must begin with the initial assessment at the start of training, record existing skills and set out learning aims. Each trainee will be responsible for updating their log, in discussion with their teacher training team; and
- registration with the Institute for Learning (IfL): the Institute will register those enrolling on passport courses as trainees, and those completing the passport as holding a 'threshold licence to practise'. The Institute will award QTLS to those completing training, and register them as holding a 'full licence to practise'. Each teacher will need to renew their licence on a regular basis by completing an annual tariff of appropriate continuing professional development (CPD).

Qualification process for all teachers in learning & skills sector

This diagram demonstrates the qualification process for all teachers in the learning & skills sector.

- all are given initial assessment leading to an individual learning plan
- subject-specific and generic mentors and coaches are provided
- all have to achieve the passport to teaching, except visiting speakers
- those with only a limited teaching role may exit at this stage
- part-time, full-time and fractional teachers, and anyone who wishes to, then starts the full qualification
- teachers exit this stage with a full qualification, Qualified Teacher Learning & Skills, licence to practise – with a commitment to fulfil annual continuing professional development requirements
- continuing professional development carries on throughout career



ed in-house
 rvice or
 ling body or
 stitute
 arning & skills
 ges etc
 actical skills
 other varied

Awarded by Institute for Learning

tion for
 l-time &
 achers

**Qualified teacher
 learning & skills
 awarded - Full licence
 to practise**

**Continuing professional development
 phase - Varied delivery options, annual
 requirement for all teachers**

those with
 ing role

- Based on option/additional units
 - Part of requirement to maintain licence to practise
 - Allows contextualisation to:
 - Sub-sectors (further education, work-based learning, adult and community learning)
 - Sub-contexts eg prisons, specific learning difficulties and disabilities etc to meet changing requirements
 - Subject-specific aspects eg specialist updating and progression
 - Age ranges eg 14-16
 - Skills for life and other initiatives as they roll out
 - Other eg health and safety, first aid, behaviour management, counselling etc
- Qualified Teacher Learning & Skills full qualification can be achieved via this route by those who exited following the Passport to Teaching Award.**

ed –
 nally
 ired to
 on. Licensed
 ific context.



Ongoing throughout career, reviewed annually by Institute for Learning, based on continuing professional development requirements

Investing in good workplace practice and partnerships

3.7 Comprehensive support for teachers in the workplace is fundamental to turning this new trainee offer into reality. The vast majority of teachers in the learning and skills sector are trained in-service and model their future practice by observing colleagues and mentors who teach the same subject or vocational area. Without good role models of teaching and comprehensive support, their development is severely inhibited.

3.8 Effective partnerships linking colleges, higher education institutions and other providers are also critical to effective initial training. It is through continuous engagement in partnerships that both teacher trainers and trainee teachers are brought into contact with good practice from other organisations and are able to gain wider knowledge of the learning and skills sector. Already many teachers and trainers are following paths that involve them teaching in colleges, schools, adult education and work-based learning. Colleges and providers will want to link with relevant Centres of Vocational Excellence and Learning and Skills Beacons, and with providers that have received good inspection grades for the appropriate subject area. Such broad partnerships support trainees seeking to gain a good understanding of the range of learners in this diverse sector.

3.9 For these reasons, we wish to invest in providers and partnerships that already display many features of good practice. Normally, these will be providers that are well-led and managed and that have a good track record of collaborative working. The verification and approval process for the providers of initial teacher training will need strengthening so that we can ensure that trainees' initial development takes place in appropriate settings. To this end, we will work

with partners including Ofsted, LLUK, HEIs, the Learning and Skills Council (LSC) and national awarding bodies so that initial training is undertaken with providers which can offer trainees good support.

3.10 Over time we want to create a network of Centres of Excellence in Teacher Training (CETT). We anticipate that these CETTs will have the following characteristics:

- strong, effective leadership and management, as evidenced by inspection grades from Ofsted and/or the Adult Learning Inspectorate;
- a track record of success in workforce development, as demonstrated in the LSC three-year planning process and by external evaluation through inspection and other sources (for example, Investor in People status or EFQM);
- good practice and high standards, as shown by success rates, inspection grades, the award of CoVE status etc;
- expertise across the range of learning contexts, including those that go beyond conventional classroom or workshop settings (for example, where the coaching and mentoring of learners takes place in a company where they work); and
- taking a lead in active local partnerships of, for example, providers from the learning and skills sector and HEIs.

3.11 Higher education institutions and awarding bodies looking to find delivery partners such as colleges, adult education centres or work-based learning providers will need to demonstrate that these expectations are met. Over time we anticipate that these expectations will become more demanding as evidence from the new cycle of Ofsted inspections of initial teacher training accumulates. Given that we are aiming for a

step-change in the quality of training for teachers across the whole of the learning and skills sector, the emphasis upon local partnerships is vital. It will enable trainee teachers whose own employer may not meet CETT criteria to have the opportunity to learn with others working in different organisations, in the same subject or occupational area, as a key aspect of their initial development.

Standards

3.12 The standards developed by FENTO (the National Training Organisation for further education) have moved us forward, but they apply only to colleges; and it is now generally agreed that they are a description of the role of an experienced teacher, and are not appropriate as a definition of the outcomes of initial training.

3.13 An essential first step in our reforms will be the development of standards and specifications across the learning and skills sector. We will ask LLUK to develop a set of outcome measures for the initial accreditation of teachers (the passport) and for the full award of QTLS. We anticipate that the passport may be assessed at level 3, and the full qualification at level 5 in the new structure from the Qualifications and Curriculum Authority (QCA), but we will look to LLUK to clarify this. In developing these standards we will ask LLUK, on behalf of the employers across the sector, to:

- work with the Teacher Training Agency to devise, post-Tomlinson, standards which are as far as possible common across 14-19 teaching and which incorporate the Common Core of Skills and Knowledge;
- build on, as appropriate, the higher education standards being developed by the HE Academy;

- incorporate appropriate thinking on the role of teachers in adult and community learning and work-based learning, so that the new standards cover teaching across the whole sector;
- ensure that the standards for Information and Learning Technologies are integrated; and
- build on appropriate approaches in other parts of the UK.

3.14 LLUK will also need to define which aspects of teacher training must be in a common core; which are options which trainees might take according to their roles; and which need not be tackled in initial training but are for CPD later in a teacher's career. It seems that the core must include generic teaching skills and the personal skills of literacy, language and numeracy, plus the skills for using e-learning. Beyond that, training must provide each trainee with subject-specific teaching skills, and be adapted to the working context, such as 14-19s, adult and community learning or work-based learning.

3.15 Looking ahead, we will ask LLUK to work with QCA on the creation of a qualifications framework for the sector that is unit- and credit-based. We want the framework to build to qualifications for teachers, trainers, managers and support staff across the sector and to facilitate progression and development for staff at all levels.

3.16 We will also look at strengthening Foundation Degree routes into teacher training, to broaden access. We will ask LLUK to consider the potential for developing Foundation Degrees to meet the needs of the sector. There may also be opportunities to work with the HE Academy, encouraging more joint CPD programmes between further education colleges and HEIs involved in the delivery of Foundation Degree programmes.

Quality assurance

3.17 Key to the reform will be partnerships of institutions providing initial teacher training that are committed to continuous improvement, and take responsibility for their own assessment and quality control. This will be supported by:

- verification by LLUK to ensure that providers and partnerships can offer adequate support to trainees – building on and extending FENTO’s present role;
- quality development by the DfES Standards Unit and its delivery partners (including the new quality improvement body), which draw on the Unit’s new teaching and learning frameworks and the associated support and training for teachers (Theme 2 of Success for All); and
- the four-year cycle of Ofsted inspection. Ofsted will inspect a quarter of the 50 HEIs running initial teacher training each year, and a sample of the partner colleges working with each HEI. Ofsted will publish a report on each HEI, and an annual report on the provision of awarding body ITT in the colleges and other providers they inspect. We will ask LLUK to agree with the Higher Education Funding Council for England (HEFCE), the Quality Assurance Agency (QAA) and the appropriate awarding body the action to be taken if a provider receives an unsatisfactory report. This could lead to re-inspection and ultimately to the withdrawal of funding.

3.18 We will also work with Ofsted and ALLI to increase the coverage of initial teacher training in the main inspections of colleges and other providers, and to set up a thematic study of the delivery of awarding body qualifications.

3.19 An important aspect of the reform is to ensure that the teacher trainers in HEIs, colleges and other providers are themselves fully skilled in all the aspects of learner-centred teaching, and able to model the different techniques, including e-learning, that trainee teachers need to master. This means a number of steps:

- LLUK setting a professional development framework for teacher trainers, that covers both the qualifications they should hold and the experience they should have of teaching in the range of settings across the sector;
- providing CPD for teacher trainers, to ensure that they are fully up-to-date, for instance, in the use of technology to deliver personalised learning;
- providing training courses for new entrants to teacher training; and
- using the opportunities provided by the inclusion of initial teacher training and CPD in the Standards Unit’s work on teaching and learning frameworks and the associated support and training for teachers to drive forward this essential element of reform.

Legislation

3.20 Initial training for college teachers is governed by the Further Education Teachers’ Qualifications (England) Regulations 2001. We expect to amend these Regulations, subject to LLUK’s review of standards, to:

- extend the time limits for full-time and part-time teachers to qualify;
- introduce the passport award; and
- abolish the present three stages of initial teacher training based on the roles that part time and full time teachers play.

3.21 We will, on agreement from Ministers, also consult from December 2004 on amendments to the Regulations for schoolteachers' induction, to allow newly qualified schoolteachers to complete their induction year in further education colleges which meet the required standards.

3.22 We also have powers in the Education Act 2002, for example, to:

- control the provision of teacher training courses by colleges and HEIs, including specifying the number of students on a course; and
- specify conditions to be complied with by college teachers, such as serving a probationary period.

We do not at present propose to use these powers, holding them in reserve unless other mechanisms prove to be ineffective in achieving the step-change that is needed.

Four: Infrastructure

4.1 The reforms set out in this document are far-reaching and ambitious. They will require the active commitment of partners at all levels. This section sets out the roles of the main partners.

Department for Education and Skills

4.2 The DfES' role is to determine policy with Ministers and to co-ordinate delivery by our partners. As the Government's Efficiency Review is implemented, DfES will focus on the design and evaluation of policy, with the management of delivery increasingly delegated to partners.

Lifelong Learning UK

4.3 LLUK is the Sector Skills Council in development for the learning and skills sector. It will have a central role in initial teacher training, representing the views of

employers across the sector. In addition, through dialogue with all the other SSCs (including as part of the Children's Workforce network), LLUK will clarify the skills and knowledge teachers need to meet the requirements of employers in other sectors.

4.4 Building on this, specific tasks for LLUK include:

- developing standards for initial teacher training (including taking into account holistic assessment and safeguarding of young people), in dialogue with the TTA and the HE Academy, by mid-2006, so that providers can prepare courses for September 2007;
- verifying that awarding body and HEI qualifications meet the new standards;
- monitoring and planning the volume of ITT, on behalf of the range of employers in the sector, in dialogue with LSC and HEFCE as the funding bodies;
- discussing with the funding bodies the action that should be taken in the light of Ofsted reports on the quality of provision;
- setting a framework for the professional development of teacher trainers across the whole sector, including skills, qualifications and experience, by the end of 2006; and
- setting the criteria for Centres for Excellence in Teacher Training, and awarding this status to appropriate bodies or partnerships.

4.5 In taking all this forward, we will ask LLUK to work with the Institute for Learning (see paragraph 4.7 below), to ensure the involvement of practitioners across the sector.

Learning and Skills Council

4.6 The LSC funds provision leading to awarding body qualifications in initial teacher training, and also funds those who employ teachers

across the sector. As well as funding quality provision, we will ask the LSC to ensure that employers of teachers implement our new initial teacher training offer and support their staff who are training. An important mechanism is the LSC's three-year development planning process, which drives staff development at the provider level. College three-year plans already include a target for increasing the proportion of their teachers qualified to teach. In future, local LSCs will ask learning and skills providers to set out what teaching staff they need to deliver their aims, and what initial training and CPD they will put in place. Annual performance reviews of providers will ensure that delivery is on track.

Institute for Learning

4.7 The active involvement of the leading professionals in the sector is crucial to the effective implementation of the reforms. We want the Institute to have an influential voice as the professional body representing teachers in the sector, and to play a central role in the reform of initial teacher training. Specific tasks will include:

- designing the professional development record;
- registering those who enrol on the passport to teaching, and those who complete it as holding a threshold licence to practise;
- registering those who enrol on the full course and, on behalf of the Secretary of State for Education and Skills, awarding QTLS as the full licence to practise to teachers who complete the full qualification;
- continuing to register those who complete appropriate CPD;
- modelling good practice for teacher trainers across the sector; and
- liaising with the GTC and the HE Academy to encourage coherence in development across the teaching profession as a whole.

DfES Standards Unit Regional Network

4.8 The remit of the regional network is to work with regional and local partners to drive forward the Success for All agenda and to develop support programmes to underpin the work of the Standards Unit. The regional network will play an important part in quality development, including:

- helping to embed in initial teacher training the lessons of the Unit's teaching and learning frameworks and associated training and support for teachers;
- working with the LSC to bring partners together on a regional basis, to create the CETTs;
- helping to design new materials for teacher training in 2005-06, which can be used to develop teacher trainers in 2006-07, so that they can deliver the new offer to trainee teachers in 2007-08;
- selecting and supporting providers to pilot three main aspects of reform:

effective initial assessment of teachers for both the passport and the full training, including:

- how to recognise and build on existing teaching expertise and experience, and other relevant experience and previous learning;
- how to design and deliver individual learning plans that truly tailor the learning to individual needs;
- how to provide the additional support that some teachers may need in literacy, language, numeracy or ICT;

mentoring, including:

- how to select and train mentors;
- cost-effective approaches to subject-specific mentoring;
- e-mentoring;

more effective observation of teaching practice, including:

- when observations should take place;
- who should carry them out, for example, course tutor, line manager or mentor; and
- how feedback can most effectively be provided.

4.9 This regional role may be taken forward in liaison with partners from 2006 onwards. In discussion with our partners, we may identify other aspects of the reforms that need to be piloted as work progresses.

Five: Funding

5.1 We currently estimate that we will need to train about 20,000 teachers a year across the learning and skills sector, although we look to LLUK to define volumes clearly (see paragraph 4.4 above). We have a dual system for funding initial teacher training in the sector:

- HEFCE funds the delivery by HEIs and colleges of about one third of the teacher training places a year. 1,800 are full-time, one-year bursary courses, delivered by 30 HEIs. The number of bursary places is cash-limited. Places are allocated by the DfES Standards Unit, and funded and monitored by HEFCE. The remaining HEFCE-funded students are on part-time courses over two years. The funding is the same in each case, whether spread over one or two years – about £3,500 plus the current standard fee of just over £1,000, in total about £4,500; and
- LSC funds the delivery of two thirds of teacher training in the sector, on awarding body courses run by colleges. Their funding is chiefly dependent on the number of guided learning hours in a course.

5.2 Adequate funding is essential to deliver our reforms. We are providing this in three ways.

5.3 The current arrangements for funding are:

LSC: as a result of discussions between LSC and QCA, the number of guided learning hours is being increased from August 2004. This has already increased the funding of two year awarding body courses on average from about £1,700 to £2,200 per student; and

HEFCE: action is in hand to encourage HEIs to increase the proportion of their total funding they spend on initial teacher training, including:

- the Financial Memorandum for 2005/06 will refer to the Ofsted cycle of inspections, and ensure that mechanisms are in place to withdraw funding if provision remains unsatisfactory after re-inspection; and
- HEFCE is reviewing its code of practice on collaborative provision. The review will seek to clarify relationships with colleges which provide varying amounts of an HEI course.

5.4 Development funding is already flowing to pilots around mentoring. In 2005-06 and 2006-07 this will increase to £2 million and £5 million respectively, to support a wide programme of pilots and the retraining of the teacher trainers.

5.5 For funding the full reform, the Secretary of State for Education and Skills announced in September 2004 that an additional £70 million would be available for workforce development in the learning and skills sector in 2007-08. £30 million of this is set aside for initial teacher training, on top of the existing HEFCE and LSC funds. We propose to pay this money as a separate grant to the employers of teachers in the sector who are undergoing initial training, to ensure that support in the workplace, such as mentoring, is provided. The LSC may be best placed to make these payments, linked to three-year development plans, but we will do further work to establish the best mechanism.

5.6 We are also looking at the funding for individuals who train to teach, in the light of evaluations of the Training Bursary, Golden Hello and Repayment of Teachers' Loans schemes. We are considering ways to maximise their incentive effect; and to give priority to shortage subjects, which include, for example, science and mathematics (in the light of the Government's Science and Innovation Investment Framework 2004-2014 and Professor Adrian Smith's 2004 report, *Making Mathematics Count*).

Six: Timing

6.1 These reforms are far-reaching and will mean changes in practice and culture for employers, for individual teachers and for those who train them. They will need to be implemented carefully alongside other major changes, including the early stages of reforms to the curriculum and qualifications being studied by 14-19 year-olds. We estimate that the whole process of reform set out in this document will take three years to implement.

6.2 The key elements include:

- revision of standards by LLUK – by spring 2006;
- piloting of mentoring etc from late 2004, and evaluation complete by March 2007, in time to set up arrangements nationwide;
- systems to register trainee and qualified teachers and to award QTLS, set up by the Institute for Learning, in time for the first trainees to register on the passport course in 2007;
- legislative changes made by June 2007;
- full HEI and awarding body courses leading to QTLS to be delivered from September 2007; and
- new funding to flow for development from April 2005 and for delivery from April 2007.

Further copies of this document can be ordered from DfES Publications by calling 0845 602 2260 Ref: ITT Reform 1



