



Llywodraeth Cymru
Welsh Government

Engagement survey – draft professional teaching standards for the further education and work-based learning sectors in Wales

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Audience

Further education (FE) teachers, work-based learning (WBL) practitioners, WBL providers, colleges, National Training Federation Wales (NTfW), CollegesWales, employers, trade unions, other post-16 providers.

Overview

This engagement survey seeks views on proposals to replace existing professional standards for FE teachers and WBL practitioners.

Action required

Responses to this engagement survey should be submitted via the survey link at www.surveymonkey.co.uk/r/new-professional-standards by **20 July 2017**.

Further information

Enquiries about this document should be directed to:

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Related documents

New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales (Lifelong Learning UK, 2007).

gov.wales/docs/dcells/publications/110809professionalstandards.pdf

Information on existing professional standards

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Professional teaching standards for further education and the work-based learning sector in Wales

What is this engagement survey about?

This engagement survey is about proposals to replace the *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales (2007)*.

The engagement survey also seeks views on how professional standards can be used more effectively to enable practitioners to reflect on and develop their practice in collaboration with their colleagues.

Why are we proposing change?

A decade has passed since the standards were last subject to a formal review. The original standards have served their purpose and we now want to be more ambitious. Specifically we want to set high expectations for all practitioners and be more explicit about the role of high-quality collaborative professional learning in helping to achieve improvements. In all that we are proposing we are seeking further to enhance the professionalism of this important sector, and improve the esteem in which professionals are held.

Consultation has just finished on new professional standards for teaching and leadership in schools¹ and it will be important for further education (FE) and work-based learning (WBL), where appropriate, to align with these wherever possible. The engagement survey coincides with a new requirement, from 1 April 2017, for all WBL practitioners working for organisations funded directly or indirectly by Welsh Government to be registered with the Education Workforce Council (EWC). The initial target group for this work are those teachers/practitioners who are required to register with the EWC; however, this should not exclude the wider post-16 workforce using the standards to support and encourage their professional learning and development journey when the final version becomes available.

These draft non-statutory standards will not apply to those undertaking the Post Graduate Certificate in Education (PGCE) (FE). However, this work will form the basis of the development of draft proposals specifically to inform the PGCE. These will be subject to a statutory consultation and once agreed will be specified by the Welsh Ministers as the standards for the purpose of the Further Education Teachers' Qualifications (Wales) Regulations 2002.

The development of draft standards for those defined as learning support workers in the FE sector will be commenced in autumn 2017.

¹consultations.gov.wales/sites/default/files/consultation_doc_files/170302_professionalteachingstandards_consultationdocument_en.pdf

Developing new professional teaching standards for the FE and WBL sector

To achieve a first-class FE and WBL sector, all practitioners need to understand what the best learning, teaching and assessment methods are for a wide range of different academic and vocational contexts.

As with the new professional standards for teaching and leadership in schools, we propose that the new professional standards for FE and WBL practitioners reframe standards as a set of practically useful tools designed to stimulate professional dialogue.

Facilitated by Professor Bill Lucas, the new model has been designed with the profession for the profession in the context of the requirements for the FE and WBL workforce. As part of this process the working group of practitioners² explored similar standards from other countries and drew in particular on those developed by the Education and Training Foundation³ which they singled out as being of particular relevance.

As the model has evolved there have been opportunities to share it widely across the sector.

Vision for FE and WBL

Excellent FE and WBL are powerful ways of creating the skilled, innovative and adaptable workforce Wales needs. *Taking Wales Forward, Wales'* programme for government for 2016–21, commits the Welsh Government to promoting and enhancing both vocational and academic learning pathways. Clear definitions of what constitutes excellent professional practice are crucial to achieving this goal. Whether by providing compelling options for 14 to 19-year-olds or by providing continuing opportunities for those in employment it is important that we aspire to providing learning of the very highest quality.

Colleges, other training centres and workplaces are very different from schools as locations for learning, teaching and assessment. Both routes are equally important. Those who work in WBL see themselves less as teachers and more as practitioners, tutors, coaches and assessors. Work-based practitioners rarely use 'pedagogy' to describe the learning and teaching methods they select. In FE, 'tutor' or 'lecturer' are common terms and, again, practitioners are not always working in a classroom environment. These differences in context and terminology are important considerations when preparing professional standards which are credible and meaningful to their target audience.

² Working group members are listed in the annex.

³ www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/

Links to the new draft professional standards for teaching and leadership in schools

While the proposed model may, at first sight, seem very different from the five dimensions of practice suggested in the new professional standards for teaching and leadership in schools – leadership, pedagogy, collaboration, innovation and professional learning – we actually share much with its approach.

Leadership, while not included in our brief, is part of every practitioner's professional role. Whatever their seniority all practitioners are leaders of learners and some lead other practitioners.

Pedagogy (although not necessarily called that) requires learner-focus, and understanding of learning and teaching and the use of evidence in teaching.

Collaboration is at the heart of professional skill development.

Innovation requires an openness to change and a combination of the use of evidence and critical reflection.

Professional learning appears in both our frameworks.

In addition, we have chosen to highlight the likelihood that those working in both FE and WBL will need to operate as dual professionals, as experts both in a 'vocation' and as 'teachers'.

The 2017 standards aim to:

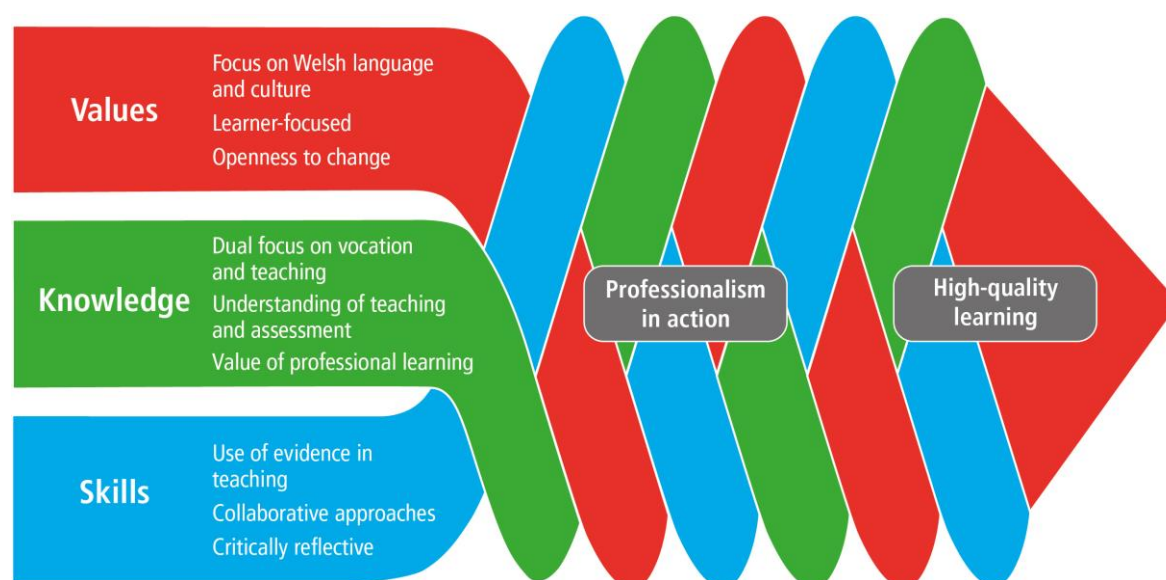
- promote the professionalism of practitioners in FE and WBL
- provide a framework for continuing professional learning, supporting improved practice through self-reflection and collaboration
- support high-quality teaching, learning and assessment.

The standards have been written with some key principles in mind.

- **Dual professionalism** – the standards respect that many practitioners can be both subject and vocational specialists and leaders of, and experts in, learning and teaching.
- **Ownership** – the standards have been developed by practitioners from the sector in Wales in collaboration with employers, trades unions and other stakeholders as a concise and useful framework.
- **A continuum of growth** – the standards are inspiring for experienced staff and relevant to those starting out.
- **Practitioners as critical thinkers** – the standards use the best learning, teaching and assessment methods according to the diverse needs of learners.
- **A common language** – the standards provide an accessible framework to support individual and collaborative professional learning.

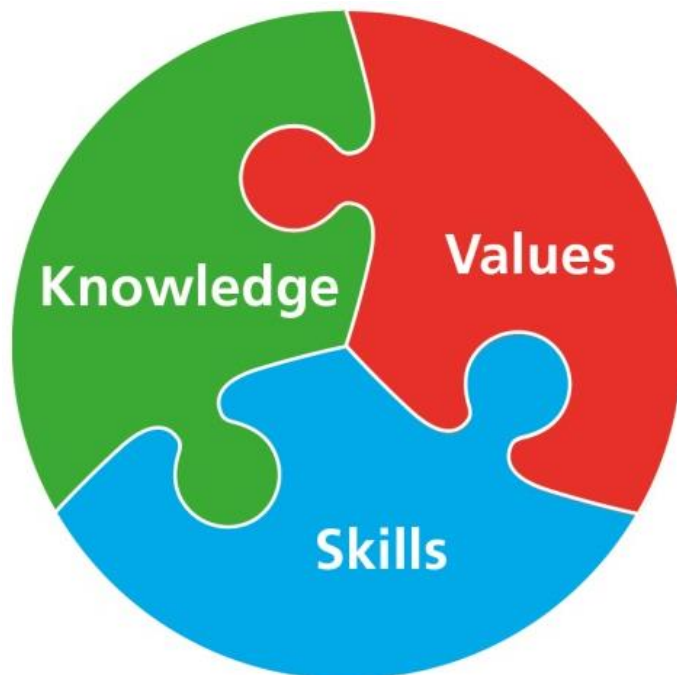
Our model of professionalism

FE and WBL practitioners need a particular blend of values, skills and knowledge. Taken together these define their professionalism and indirectly lead to improved outcomes for learners.



The DNA-like model above seeks to show the interrelatedness of the values, knowledge and skills which make up professionalism and which, in turn,

contribute to better outcomes for all learners⁴. As the diagrams on page 5 and below suggest, we see values, knowledge and skills as being more often interlocking than separated into three discrete elements as they tend to be in professional standards across the world.



The new standards for Wales are expressed in the form of a series of personal commitments.

In my practice I:

- demonstrate commitment to learners, their learning, safety and well-being:
 - inspiring, supporting and stretching learners, taking account of their starting points and progression options
 - working with others to ensure learners are fully supported
- value and promote diversity, equality of opportunity and inclusion:
 - challenging discrimination in all forms
 - embracing diversity and advocating inclusion
- understand the importance of the Welsh language and culture as a bilingual nation:
 - seeking opportunities to celebrate the culture of Wales and its place in the world

⁴ In creating this model we have drawn on the OECD's Framework for Education in 2030 and are deliberately making connections between the education of young people and the professional development of adults. See page 2 of *Global competency for an inclusive world* (OECD, 2016) at www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf

- taking opportunities for my own Welsh language development and promoting its importance to learners, colleagues, employers and others as appropriate
- demonstrate dignity, courtesy and respect towards others:
 - listening to and respecting other people’s views, opinions and ideas
 - acting as a role model for fair, courteous and respectful behaviours
- maintain and update knowledge of my subject(s) and how best to teach and assess it/them:
 - keeping abreast of my subject or vocational area and of effective teaching and assessment methods
 - using assessment to monitor and inform learning and support learner progress
- know how to use evidence and research to improve my practice:
 - accessing relevant research from a range of sources
 - reflecting on the latest theories and research with colleagues and exploring their relevance to my learning and teaching context
- plan and deliver effective learning, teaching and assessment:
 - identifying, preparing, delivering and assessing learning programmes
 - using a range of media, especially digital, effectively to enhance the learning process
- build positive and collaborative relationships:
 - working to build and maintain relationships with learners, colleagues, employers and others as appropriate
 - participating in and contributing to professional learning networks
- enable learners to share responsibility for their own learning and assessment:
 - working with all learners to empower them to set challenging goals and targets and to evaluate their own progress against these
 - communicating effectively with a range of learners, employers and others as appropriate
- critically reflect on my own values and practice to improving learning:
 - actively developing my own digital literacy and other appropriate professional skills
 - critically appraising my own practice and adapting it in the light of reflection and feedback, including feedback from learners.

Annex: Working group members

Name	Organisation
Victoria Howe	Acorn Learning Solutions
Non Wilshaw	ACT
Jessica Lancaster	Bridgend College
Sara Davies	Bridgend College
Michell Hiller-Forster	Cardiff and Vale College
Rachel Christie	Coleg Cambria and NASUWT
John S Morrissey	Coleg Sir Gar and ATL Cymru
Tori Howells	Educ8
Mark Isherwood	Education Workforce Council
Peter Reason	Gower College Swansea
Berni Tyler	ISA Training
Phil Jones	NPTC Group of Colleges
Matt Jones	NPTC Group of Colleges
Rose Grimshaw	Skills Academy Wales (Learn-Kit Ltd)
Lisa M Thomas	The College Merthyr Tydfil
Kelly L Murphy	The College Merthyr Tydfil
Lisa Edwards	University and College Union (UCU)
Claire Jones	Welsh Government – observer
Meurig Roberts	Welsh Government – observer
Professor Bill Lucas	Winchester University