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Welsh Government
Consultation Document

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

Teaching tomorrow's teachers

Date of issue: 1 December 2022
Action required: Responses by 19 January 2023

Overview

This consultation seeks stakeholder views on a refreshed version of the Criteria for the accreditation of initial teacher education in Wales (the 'Criteria').

Under legislation to award Qualified Teacher Status (QTS) all programmes of initial teacher education in Wales must be accredited against the Criteria. Qualified Teacher Status is a statutory requirement for working as a teacher in maintained schools and settings in Wales.

How to respond

Responses to this consultation should be emailed/posted to the address below to arrive by **19 January 2023** at the latest.

- Complete our online form
- Download, complete our consultation response form and email it ITEducationAddysgGA@gov.wales Please include the reference number **WG46411** in the subject of your email
- Download, complete our consultation response form and post to the address stated below.

Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

The consultation documents can be accessed from the Welsh Government's website at gov.wales/consultations

Contact details

For more information:

Initial Teacher Education Branch
Pedagogy, Leadership and Professional Learning Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

email: ITEducationAddysgGA@gov.wales

This document is also available in Welsh: <https://llyw.cymru/diweddaru-meini-prawf-ar-gyfer-achredu-rhaglenni-addysg-gychwynnol-athrawon-yng-nghymru>



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In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing. You should also be aware of our responsibilities under Freedom of Information legislation.

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Wycliffe House
Water Lane
Wilmslow
Cheshire SK9 5AF
Tel: 01625 545 745 or
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Introduction

The Welsh Government fully recognises the importance of our teaching profession as key to achieving our shared vision for education in Wales. The reform of initial teacher education (ITE) in Wales is a vital component of our work to support the teaching profession.

Professor Furlong's report 'Teaching Tomorrow's Teachers'¹, made recommendations to reform the ITE system in Wales with clear connections to Professor Donaldson's report 'Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales'², setting out the vision for developing the teachers that would be needed in Wales to deliver our aspirations.

Published in 2017³, the first iteration of the 'Criteria for accreditation of initial teacher education in Wales' (the 'Criteria'), drafted by Professor Furlong and the Initial Teacher Education Expert Forum, made clear the new requirements for ITE in Wales:

- A central role for schools
- A clearer role for universities
- Joint ownership of the ITE programme
- Structured opportunities to link school and university learning
- The centrality of research and other forms of systematic evidence

The Criteria set a high-level framework intended to ensure the quality of ITE in Wales for student teachers so that they, and the education sector more broadly, could be assured that ITE programmes are high quality, rigorous and professionally appropriate to fully prepare new teachers to enter the teaching profession and teach in Wales' schools.

This consultation seeks stakeholder views on a refreshed version of the Criteria.

The refreshed Criteria will inform future programmes of ITE accredited by the Education Workforce Council's (EWC) Teacher Education Accreditation Board and represent the continued national commitment to the reforms and ongoing journey towards a high quality, well supported teaching profession.

Why are we revising the Criteria for the Accreditation of Initial Teacher Education in Wales?

All programmes of ITE with Qualified Teacher Status (QTS) in Wales delivered from academic year 2019/20 have been accredited against the original Criteria document for a time limited period. The first accreditation period will soon be ending and ITE Partnerships will need to reaccredit their provision to continue delivering ITE in Wales.

Much has changed in the Welsh education system since the initial publication of the Criteria; new legislation, Ministerial commitments, and research into the Welsh education system and ITE system⁴⁵⁶⁷⁸. Welsh Government recognised the need to reflect on these and support the priorities of the education system following the Covid-19 pandemic. The review

¹ [Review of initial teacher training 2015: teaching tomorrow's teachers | GOV.WALES](#)

² [Successful futures: review of curriculum and assessment arrangements | GOV.WALES](#)

³ [Initial teacher education accreditation | GOV.WALES](#)

⁴ Welsh Government (2018). [Evaluation of Welsh-Medium provision in Initial Teacher Education | GOV.WALES](#)

⁵ OECD (2021). Teachers' professional learning study: Diagnostic report for Wales https://www.oecd-ilibrary.org/education/teachers-professional-learning-study-diagnostic-report-for-wales_caf912c7-en

⁶⁶ OECD (2018). *Developing schools as learning organisations in Wales*; <http://www.oecd.org/education/developing-schools-as-learning-organisations-in-wales9789264307193-en.htm>

⁷ OECD (2019) *A Flying Start: Improving Initial Teacher Preparation Systems*

⁸ OECD (2019). *ITE programme accreditation in Wales as a means to strengthen research-informed initial teacher education programmes*. <http://www.oecdteacherready.org/promising-practice/ite-programme-accreditation-in>

and refresh of the Criteria was therefore undertaken to ensure Wales' ITE continues to support the education system and continues to provide high quality provision for student teachers.

These refreshed Criteria were developed in collaboration with the ITE sector via a steering group including representatives from; ITE Partner schools and HEIs, EWC, Estyn, and Professor Furlong. International ITE Experts also provided an expert outsiders view to deepen the discourse over the course of the project. Over the summer term stakeholders were approached directly and invited to provide evidence regarding ITE in Wales as well as utilise their own networks to invite others to participate. The responses from stakeholders have been used to inform the discussions of the steering group and the refreshed Criteria.

The refreshed Criteria are intended to ensure both reaccredited and new ITE Programmes in Wales fully:

- reflect the maturing educational reforms in Wales, incorporating legislative changes and references to the most up to date guidance on related issues,
- reflect the lessons learned from the first 'round' of accreditation and accredited provision, to ensure the vision and implementation of ITE programmes is clear for all those involved in delivering and supporting ITE
- raise our ambitions and expectations for ITE programmes and Partnerships to support our ambition for world leading ITE in Wales.

What has changed in the revised Criteria document?

Our vision and the fundamental principles for ITE in Wales remain; the Criteria continue to set out a model where schools and higher education institutions (HEIs) have their equal part in offering the balance of theoretical and practical input to ensure a high-quality learning experience for our future teachers.

Welsh Government will continue to utilise the Criteria to outline the responsibilities of schools and HEIs to secure the quality of our ITE provision for student teachers and enable agency in teacher educators' key roles for ensuring the 'teachers of tomorrow'. We continue to view teaching as being a highly practical and robustly intellectual endeavour and the Criteria continues to support this approach.

The aim of the Criteria continues to be ensuring consistent, high quality ITE with scope for innovation. Student teachers are entitled to high quality programmes that support them to become true professionals and the intellectual framework requires and balances innovative, evidence informed approaches, for high quality, consistent provision. This enables our new teachers to be ready to enter the teaching profession and supports Welsh Government's long-term priorities⁹¹⁰¹¹¹².

Both schools and HEIs will continue to play key roles in the education of student teachers in tandem with other key partners, such as local authorities, school improvement organisations, EWC, Estyn, Welsh Government, and other professional associations working in, and supporting, Wales' education system.

⁹ [Cymraeg 2050: Welsh language strategy | GOV.WALES](#)

¹⁰ [Additional Learning Needs and Education Tribunal \(Wales\) Act | GOV.WALES](#)

¹¹ [The Well-being of Future Generations | GOV.WALES](#)

¹² [Anti-racist Wales Action Plan | GOV.WALES](#)

Where stakeholder evidence was particularly strong in some areas or themes, we have reflected this in the summary below including our response and changes made to the Criteria document.

Welsh Government would like to thank all the stakeholders that provided evidence and contributed to the process; this was a vital component of this work, setting the direction and momentum, to informing and developing the draft refreshed Criteria document presented here for consultation.

Executive summary

The 'Executive summary' section now starts by summarising the ITE reform journey since the publication of the 'Teaching Tomorrows Teachers' report and how the Criteria document is a part of those reforms.

The next sub-section sets out the role of ITE and its place within a teacher's development and professional growth. This section also outlines Welsh Government's broader aspirations for the teaching profession in Wales.

The final sub section provides the aims of the Criteria and outlines the document's structure. Throughout the executive summary the references to policies, legislation and related guidance have been updated and made more comprehensive to enable the reader to easily find related information to understand the broader landscape of education in Wales and the role of ITE provision within it.

Section A: A vision for initial teacher education in Wales

Section A 'A vision for initial teacher education in Wales' (the 'Vision') has been developed from its current iteration, however it carries forward the original philosophy for ITE in Wales as outlined in both 'Teaching Tomorrow's Teachers' and the original Criteria document.

Most of the stakeholder evidence on this section was positive, with stakeholders supporting and valuing the intellectual thinking, its underpinning philosophy, and its role in Wales' ITE. The changes are intended to make clear to the reader the intellectual thinking behind the Vision and therefore the thinking needed to design the structure, content, and outcomes of ITE programmes (as covered in Sections B and C of the Criteria). The section is structured to be easier to read and more explicit in each step of the thinking process required, setting out the key areas and aims that build towards the Vision that all involved in the delivery and support of ITE in Wales should be immersed and engaged in.

Section B: ITE programmes structures, processes, and inputs

This section continues to include the sub-sections 4 and 5, 'Programme structures and processes' and 'Programme inputs'. Much if not most of the stakeholder evidence, ITE expert input, and steering group's discussions were around these sections of the Criteria.

Stakeholder evidence not reflected in the changes to the Criteria document made highly specific, detailed requests for amendments and content inclusions that both the steering group and Welsh Government felt were inappropriate for a high-level framework. The requests were typically highly contextual, and not appropriate stipulations for an all-Wales' framework intended to support ITE across diverse contexts. High levels of prescription could also stifle future innovation.

However, this evidence was very useful towards gaining a broader understanding of the education sector's current needs, reflecting many of the lessons learnt during the delivery of

the new ITE programmes before and during the pandemic (September 2019 onwards). Therefore, the changes made are intended to reflect the maturing ITE sector, the lessons learnt, and the increasing clarity and quality of ITE provision since first accreditation of programmes. They set the direction towards furthering our aims for excellent ITE provision in Wales.

Sub section 4: Programme structures and processes

In relation to the expectations within section 4.1 'Partnership's leadership and management' much of the content remains however the wording has been strengthened in some respects and made more explicit.

Some stakeholders were concerned around the ITE Partnerships' roles and responsibilities for the recruitment of student teachers with suggestions made related to the inclusion within the Criteria of the Teacher Planning and Supply process, utilised to ensure a sufficient supply of teachers for the workforce. Presently aspects of recruitment are contained within the Criteria as it pertains to ensuring quality provision.

Teacher recruitment is an issue worldwide and ITE Partnerships have limited control and responsibility over the pool of suitable candidates they can recruit from. With the purpose of the Criteria to ensure the quality of ITE programmes for student teachers, potential changes that could lead to the removal of accredited ITE provision, due not to poor quality but recruitment levels, would be significantly detrimental to the regions affected, including potential applicants to ITE programmes and Wales' schools.

The processes and policies around workforce supply will continue to be managed separately and the evidence provided from stakeholders has informed the work Welsh Government continues to take forward to make teaching an attractive and rewarding profession. The Criteria in this section has been strengthened and made more explicit in relation to the requirements for ITE Partnerships recruitment strategies and ensuring alignment with Welsh Government's national recruitment plans, such as the 'Initial teacher education Black, Asian and Minority Ethnic recruitment plan¹³', and other key priorities.

The section continues with a new sub-section 4.1.1 'The role of ITE in a research engaged profession'. Feedback from both the ITE sector and the international ITE experts suggested that the role of research engagement across ITE Partnerships various contexts to support student teachers' development should be made more explicit within the Criteria, with clear expectations set out for ITE programmes and the Partnerships that deliver them.

With the ITE Partnerships now maturing section 4.2 'Criteria for the inclusion of schools in the Partnership' section has been expanded to be more explicit and stronger in its expectations. This is to enable ITE Partnerships to confidently select Partner schools, recognised in the system for high-quality provision suitable for student teachers to thrive and develop. This change was made in relation to feedback from the ITE Partnerships and the ITE experts. Information and detail on small schools, previously contained in a later subsection has also been moved into this section.

A new section 4.4 'Roles and responsibilities of Lead Partner Schools' now sets out the requirements for these key members of our ITE Partnerships. The aim of this new section is to make clear to all involved in ITE the distinct and vital role these schools have within ITE provision in Wales, and to ensure that good practice identified across current ITE provision was supported and further embedded.

¹³ [Initial teacher education Black, Asian and Minority Ethnic recruitment plan | GOV.WALES](#)

Section 4.5 'The role of HEIs' has been amended to be clearer and with cross referencing to relevant other parts of the Criteria which further set out HEIs' role in ensuring high quality ITE provision.

Evidence received from across the spectrum of stakeholders on the current section 'The Welsh language' (now section 4.6) was carefully considered and vital to refining this part of the Criteria. While some evidence was concerned about recruitment, this was not appropriate for inclusion as noted above, however some aspects have been included as part of the stronger requirements for Partnership's recruitment strategies or are included in other Welsh Government documents such as the 'Welsh in education workforce plan'¹⁴.

This section has been updated to reflect the work ITE Partnerships have undertaken on the Welsh language framework in partnership with the Coleg Cymraeg Cenedlaethol since 2018, and the changes made in relation to the broader work and expectations for the Welsh language under the new curriculum for Wales and Cymraeg 2050.

The Criteria now require ITE Partnerships to be more strategic in their approach for the Welsh language within their own staffing and structures and furthers the expectations for developing student teachers' Welsh language skills during their ITE programme studies.

Sub section 5: Programme inputs

This section has been reordered. Cross referencing within the document and up to date references to key legislation and guidance are included to be clearer for the reader on the expectations for ITE programmes content and structures. The content has been updated to reflect the implementation of legislation and policies including the curriculum for Wales and ALN bill as well as highlight key priorities in the education sector following the pandemic such as social inclusion and tackling the impact of poverty on learners.

In reviewing the evidence from stakeholders and in discussion with the steering group it became clear that the current iteration of the Criteria was potentially, and unintentionally, stifling innovation in provision and could be clearer on the purpose of ITE with Qualified Teacher Status (QTS) in Wales. Significant evidence from special schools also highlighted a potential lack of clarity on the role of special schools in ITE. In response to this evidence and to ensure that ITE in Wales could evolve as the new curriculum was implemented the sections 5.3 'Types of Course' and 5.4 'Course design and areas of study' have been rewritten to be clearer on the requirements, providing scope for the development of other types of ITE programme that ITE Partnerships can choose to explore. These sections have also been updated to be clearer on the expectations for school experience placements. A new appendix has also been drafted and information regarding Appendix 4 'Specialist primary phase ITE provision for ALN' is discussed further down.

Section 5.5 Entry requirements and selection procedures has been amended to reflect lessons learnt during the Covid-19 pandemic.

Section 5.6 'Curriculum for Wales & subject studies' has been updated to reflect the new curriculum with up-to-date references to legislation, codes, and guidance to support ITE Partnerships. Considerations around subject studies in ITE have also been updated to reflect the changes made in sections 5.3 and 5.4 to support innovation and ensure the quality of potential new types of ITE provision.

¹⁴ [Welsh in education workforce plan | GOV.WALES](#)

A new section 5.7 'Identifying and meeting the needs of learners with Additional Learning Needs' has been included to make explicit the requirements and expectations under the Additional Learning Needs Code and Act within ITE programmes.

The section on wellbeing has been moved to 5.8 and revised to reflect the 'Framework on embedding a whole-school approach to emotional and mental well-being' to ensure ITE Partnerships can reflect and align with schools' strategies and policies with the aim of supporting their Partner Schools, learners, and student teachers.

To be clearer to the reader the 'Programme content' section now combines the current Criteria's 'Core Studies' and 'Professional and pedagogical studies' sections and has been updated to reflect the changes in education since first publication of the Criteria in 2017. The section on school experience has also been revised to be easier to read.

Evidence from stakeholders identified that the United Nations Convention of the Rights of the Child (UNCRC) should be made more explicit with anti-racist approaches required within Wales' education sector reflected. This has been included in the revised section 5.11 'The Equality Act 2010 & United Nations Convention of the Rights of the Child (UNCRC)'

Sub section 5.12 has minor changes to be clearer to the reader and reflect minor changes across the rest of the text.

Section C: Programme outcomes

Section 6 'Programme outcomes – standards for Qualified Teacher Status' have been refreshed to be clearer on the use of the standards for the award of QTS. In response to stakeholder evidence sub section 6.2 'Standards for induction' has also been amended to reflect the greater alignment and stronger working relationship between the bodies responsible for the induction of NQTs and ITE Partnerships. The language has been strengthened to make explicit current good practice and stronger relationships across the sector to help both ITE Partnerships and those responsible for induction to collaborate even further, embedding policies and processes that can enable successful transition for beginner teachers from ITE into induction.

Glossary & References sections

These sections of the document have been updated to reflect the changes within the bulk of the text and reflect current legislation, guidance and research into successful education systems and practises that impacted the drafting of the refreshed Criteria.

Appendix 1: The inspection of ITE in Wales and the monitoring of ITE programmes against the Accreditation Criteria

Estyn will continue to play a role in the inspection of ITE in Wales and this section will be updated to reflect the changes in inspection arrangements since first publication. This section will also contain information on EWC's statutory monitoring arrangements and how inspection and monitoring will work together to ensure a high quality ITE system in Wales.

As independent bodies Estyn and EWC are considering this section carefully in partnership and will submit their content for inclusion within the final publication of this document.

Appendix 2: Entry requirements for student teachers in Wales

This section has been amended to be clearer to the reader on the requirements for entry into programmes of ITE. It includes guidance on those requirements including detail on the graduate status of teaching.

Appendix 3: Standards for Qualified Teacher Status – further advice for ITE partnerships in the design of programmes

This section has not changed other than some minor amends to the text around Welsh language expectations.

Appendix 4: Specialist primary phase ITE provision for ALN

While gathering stakeholder evidence to inform this iteration of the Criteria it became apparent that there were concerns around suitable ITE programmes for the special school sector. Welsh Government is committed to exploring these concerns and making recommendations on how best to address the issues identified. Our aim is to determine whether any changes are required in Wales ITE framework to meet the needs, and support the aspirations, of our learners with the most complex additional learning needs.

This appendix is entirely new and sets out Welsh Governments intention to review ITE provision for the special school sector alongside providing temporary flexibility within the ITE criteria for ITE Partnerships to submit new pilot programmes for accreditation, Primary PGCEs with ALN Specialisms, should they choose. The appendix sets out technical information pertaining to student teacher allocations and outlines specific additional criteria alongside specific considerations, and exemptions required for the accreditation of the pilot programmes to which this appendix refers.

Criteria for the accreditation of initial teacher education programmes in Wales

Executive Summary

Our ITE reform journey

Our education reforms, with Curriculum for Wales at the centre, are a shared national endeavour. Our new curriculum, built by our teaching profession working with experts, offers a unique opportunity to support our learners to benefit from a broad and balanced education. In a purpose-led curriculum that underpins the shared vision and aspiration for every young person in Wales, a combination of knowledge, skills and experiences sets out high standards for all. The four purposes of the curriculum are the shared vision and aspiration for every young person in Wales, indeed they are true of our teachers and student teachers who exemplify them.

The Welsh Government fully recognises the importance of our teaching profession as key to achieving our shared vision outlined above, with the reform of initial teacher education (ITE) in Wales influencing and benefiting from the wider reforms and the new curriculum. Our new ITE system is the culmination of several interconnected and interdependent reforms of the last five years; our new curriculum, the new Additional Learning Needs (ALN) system, the reforms to the professional standards (including the Qualified Teacher Status (QTS) descriptors), professional learning offer, improvements to student finance and regulatory changes for the accreditation of ITE.

Professor Furlong's report *Teaching Tomorrow's Teachers*¹⁵ (University of Oxford, 2015), made key recommendations to reform the ITE system in Wales with clear connections to Professor Donaldson's report *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*¹⁶ (Welsh Government, 2015), setting out the vision for developing the teachers that would be needed in Wales to deliver our aspirations.

Published in 2017¹⁷, the first iteration of these criteria, drafted by Professor Furlong and the Initial Teacher Education Expert forum, made clear the new requirements for ITE in Wales:

- A central role for schools
- A clearer role for universities
- Joint ownership of the ITE programme
- Structured opportunities to link school and university learning
- The centrality of research and other forms of systematic evidence

Our vision and the fundamental principles for ITE in Wales remain; the criteria continue to set out a model where schools and higher education institutions (HEIs) have their equal part in offering the balance of theoretical and practical input to ensure a high-quality learning experience for our future teachers^{18,19}. As the 2019 OECD review into Wales ITE system highlighted, our approach to recognise 'schools as an important partner in the design and delivery of initial teacher education programmes and the creation and use of research'²⁰ is a strength.

¹⁵ [Review of initial teacher training 2015: teaching tomorrow's teachers | GOV.WALES](#)

¹⁶ [Successful futures: review of curriculum and assessment arrangements | GOV.WALES](#)

¹⁷ [Initial teacher education accreditation | GOV.WALES](#)

¹⁸ OECD (2012). *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*

¹⁹ BERA:RSA (2014). *The Role of Research in Teacher Education: Reviewing the evidence - Interim report*

²⁰ OECD (2019). *ITE programme accreditation in Wales as a means to strengthen research-informed initial teacher education programmes*. <http://www.oecdteacherready.org/promising-practice/ite-programme-accreditation-in>

Therefore, Welsh Government will continue to utilise the Criteria to outline the responsibilities of schools and HEIs to secure the quality of our ITE provision for student teachers and enable agency in teacher educators' key roles for ensuring the 'teachers of tomorrow'. We continue to view teaching as being a highly practical and robustly intellectual endeavour. The *Criteria for the accreditation of initial teacher education programmes in Wales: Teaching Tomorrow's Teachers* supports this view and provides the intellectual framework that requires and balances innovative, evidence informed approaches, for high quality, consistent provision for student teachers. This enables our new teachers to be ready to enter the teaching profession and supports Welsh Government's long-term priorities²¹²²²³²⁴.

Our accredited programmes of ITE, available since academic year 2019/20, represented over five years of reform in the sector stemming from Professor Furlong's research and recommendations, and the dedicated work and commitment of the ITE sector to education in Wales. These refreshed criteria will inform future programmes of ITE accredited by the EWC's Teacher Education Accreditation Board and represent the continued national commitment to the reforms and ongoing journey towards a high quality, well supported teaching profession.

Teaching as a career long professional journey

The journey of teacher development does not end once an ITE programme is successfully completed and QTS awarded²⁵²⁶, but is characterised by professional growth through continuous engagement in career-long learning, collaboration, and innovation.

As the OECD states, ITE programmes should not be expected to cover 'all the possible competences for teachers, or to anticipate all the potential situations that new teachers may encounter.' (OECD 2019:135²⁷). Instead, learning as a student teacher needs to be conceptualised as the first stage in a continuum of professional learning. In Wales, our teachers develop from ITE through their statutory induction period²⁸ and beyond. ITE as that first step ensures that our beginner teachers are prepared to enter their classrooms, are informed by research and other forms of evidence, capable and ambitious to continue to learn and ready to support all learners in Wales' diverse school contexts. This requirement to 'supporting teachers' professional learning from the beginning to the end of their career is critical to fostering high-quality teaching' (OECD 2021:4)²⁹ and is underpinned by the Professional Standards for Teaching and Leadership³⁰.

ITE as the first step supports our aspiration for what we want the teaching profession to be in Wales. The Welsh Government seeks to deliver a profession that is³¹:

- high-quality, collaborative, and driven by a deep understanding of pedagogy and discipline knowledge

²¹ [Cymraeg 2050: Welsh language strategy | GOV.WALES](#)

²² [Additional Learning Needs and Education Tribunal \(Wales\) Act | GOV.WALES](#)

²³ [The Well-being of Future Generations | GOV.WALES](#)

²⁴ [Anti-racist Wales Action Plan | GOV.WALES](#)

²⁵ The award of QTS is a legal requirement for those that wish to undertake school teaching duties across all Wales maintained settings.

²⁶ [The School Teachers' Qualifications \(Wales\) Regulations 2012 \(legislation.gov.uk\)](#)

²⁷ A Flying Start: Improving Initial Teacher Preparation Systems (OECD)(2019)

²⁸ <https://hwb.gov.wales/professional-development/induction/>

²⁹ [Teachers' professional learning study: Diagnostic report for Wales | OECD Education Policy Perspectives | OECD iLibrary \(oecd-ilibrary.org\)](#)

³⁰ [Professional standards - Hwb \(gov.wales\)](#)

³¹ [Workforce development plan 2019 to 2021 | GOV.WALES](#)

- research-engaged, well-informed learning at local, regional, national, and international levels
- an attractive profession whose well-being is supported, with high morale and professional satisfaction
- well-supported by a range of education professionals who can provide additional capacity and the breadth of techniques and methods needed to meet the needs of every learner
- outward-looking, community engaged, and committed to raising standards within and between schools
- able to create vibrant, warm, and caring environments that inspire learning
- well-led by leaders³² who will ensure that every teacher can improve through effective collaboration, innovation, professional learning, and opportunities to provide professional leadership to others.

The criteria for accreditation of initial teacher education in Wales

The aim of the *Criteria for accreditation of initial teacher education in Wales* is to ensure consistent, high quality ITE with scope for innovation. Student teachers are entitled to high quality programmes that enable them to become true professionals, ambitious and ready to enter the profession. Both schools and HEIs play key roles in the recruitment and education of student teachers in tandem with other key partners, such as local authorities, school improvement organisations, the Education Workforce Council (EWC), Estyn, Welsh Government, and other professional associations participating in Wales' education system.

There is a statutory requirement for award of QTS to teach in all maintained settings in Wales. These Criteria have been designed to enable student teachers to evidence and achieve the QTS descriptors within programmes focused on the preparation of teachers in all types of school in Wales – both mainstream and special; they are intended to be appropriate for both full and part time PGCEs and BEs. Where Partnerships are considering developing other types of ITE provision (for example with significantly different course structures) they are encouraged to discuss their proposals with the EWC at the earliest opportunity to ascertain whether these Criteria can be met and QTS awarded. An additional appendix also discusses potential new forms of provision in relation to preparing student teachers for primary phase with ALN specialism. Partnerships are reminded that having a course accredited by the EWC does not necessarily mean that student numbers will be assigned to that programme by the Welsh Government.

The accreditation criteria document's structure remains as the previous iteration, divided into three main parts:

- *Section A: A vision for initial teacher education in Wales.* Section A sets out the requirement for an explicit vision for ITE Partnerships and their programmes. This vision necessarily underpins and informs the requirements in section B and C.
- *Section B: ITE programmes structures, processes, and inputs.* Section B sets out detail on the collaborative partnership between HEIs and schools. This collaboration must be evident in the vision, policy making, structures, curriculum development and practices of the ITE Partnership. It is this Partnership that will bring forward the programme for accreditation. This section also provides the overview of topics that should be addressed within the content of ITE programmes in Wales.
- *Section C: Programme outcomes.* Section C outlines the outcomes for programmes of ITE and the fundamental expectation that all student teachers achieve the QTS

³² [National Academy for Educational Leadership - Hwb \(gov.wales\)](https://www.naeyf.gov.wales/)

descriptors of the Professional Standards for Teaching and Leadership. The award of QTS forms the foundation for the continuum of teacher education and professional development.

The appendices provide additional and useful information regarding the inspection and monitoring arrangements for ITE in Wales, the requirements that all student teachers should meet to enter a programme of ITE, and further advice and guidance to partnerships about the forms of provision they need to make available to student teachers if they are to demonstrate all the relevant QTS descriptors under the professional standards. There is also an additional appendix outlining temporary flexibility to explore and pilot, potential new forms of provision in relation to preparing student teachers for primary phase with an ALN specialism.

Section A: A vision for initial teacher education in Wales

In 2019, the OECD published the findings of their study of ITE systems in seven countries around the world, including Wales. Their final report, *A Flying Start: Improving Initial Teacher Preparation Systems*³³ (OECD, 2019), begins by asserting the need for all systems to develop an explicit 'Vision for ITE' with a commitment by providers to work towards it. Having a commonly agreed vision, they suggest, helps collaboration between different partners (schools, HEIs, school improvement organisations, local authorities etc.) especially where those partners have different core purposes and agendas.

Building on the OECD report, the 'Vision for ITE in Wales' that underpins these criteria is set out below; it has a number of different dimensions and in developing their own vision for ITE, Partnerships will need to ensure that they take each of these key issues fully into account.

1. A vision of the teachers Wales needs

Teaching in Wales is changing. For example, there is:

- a new curriculum
- new assessment procedures
- a new legal framework for identifying, planning for, and meeting the needs of ALN learners
- an increased emphasis on collaboration between schools
- the Welsh Government's aspiration for a million Welsh speakers by 2050
- a new recognition of the importance of anti-racist learning and teaching
- an increased emphasis on supporting the wellbeing of all learners
- the developing evidence and enquiry engaged culture in schools as they also transform into community engaged schools to tackle the impact of disadvantage and poverty on attainment.

All these changes have implications for what it will mean to be a teacher in Wales in the coming decades³⁴³⁵³⁶³⁷. However, the most significant change is the explicit recognition by the Welsh Government that it is the teaching profession in Wales that is key to raising the quality of learning and teaching in our schools. It is teachers and schools that are responsible for developing the new curriculum in ways that are right for their particular learners; it is teachers and schools that have a key role in developing appropriate assessment procedures³⁸. Taken together these changes require a 'new professionalism' for teachers in Wales.

This vision has two important implications for ITE:

1.1 Initial teacher education – the first step

The first implication is that given our aspirations for learners in Wales, it is even more important than ever that every new teacher reaches the minimum standards required for the award of qualified teacher status (QTS). Those minimum standards are expressed in the

³³ [A Flying Start : Improving Initial Teacher Preparation Systems | OECD iLibrary \(oecd-ilibrary.org\)](#)

³⁴ [Cymraeg 2050: Welsh language strategy | GOV.WALES](#)

³⁵ [Additional Learning Needs and Education Tribunal \(Wales\) Act | GOV.WALES](#)

³⁶ [Anti-racist Wales Action Plan | GOV.WALES](#)

³⁷ [Curriculum for Wales - Hwb \(gov.wales\)](#)

³⁸ [Assessment arrangements - Hwb \(gov.wales\)](#)

Professional Standards for Teaching and Leadership³⁹. At the same time, it is important to recognise that ITE is just what it says: it is 'initial'. As the OECD states, ITE programmes should not be expected to cover 'all the possible competences for teachers, or to anticipate all the potential situations that new teachers may encounter.' (OECD 2019:135). Instead, early professional learning needs to be conceptualised as a continuum.

In designing their programmes, Partnerships will need a clear understanding of what must be addressed in initial teacher education, and what will be covered during the first years of a new teacher's career. This will involve course designers working closely with those responsible for induction, and further professional learning both regionally and nationally.

1.2 Teachers as life-long collaborative learners

The second implication is that if the teaching profession is to meet our aspirations for learners in Wales, then every teacher will need to be a life-long collaborative learner. They will need to work with others in their own schools and beyond in the implementation of change; they will also need to be able to draw on experience of working with a diverse range of learners, and a wide range of evidence constantly to question, adapt and improve their own practice. It is these strategies that are at the heart of the new professionalism that Wales needs in its teachers of tomorrow.

A central aim of ITE must therefore be to develop this new professionalism in the next generation of teachers, ensuring that they have the skills, knowledge, understanding and commitment to continue as collaborative professional learners throughout their careers.

2. A vision of how student teachers learn

At the heart of these criteria is a commitment to ensure that ITE in Wales is 'both rigorously practical and intellectually challenging at the same time.' In order to achieve that aim, the criteria explicitly recognise that learning to teach involves drawing on a number of different sources of professional knowledge.

2.1 Intellectually based knowledge – learning 'about' teaching

In most ITE programmes around the world, student teachers have the opportunity to engage in intellectually based forms of knowledge, learning 'about' teaching. They are introduced to knowledge from research and from theory and have the opportunity to examine examples of good practice from schools both locally and internationally. For example in Wales student teachers may consider evidence that over 31% of the country's school learners are classified as living in poverty or that circa 20% of the school population have Additional Learning Needs; they may then learn about the potential links between these facts and different theories of educational underachievement. In traditional courses, much of this form of learning has taken place in HEIs. Learning about these issues, developing their own critical perspective on them is clearly important for beginning teachers, but at the same time, the links to the world of practice are complex and sometimes indirect.

2.2 Knowledge gained through 'indirect' practice

HEI led courses have also traditionally provided opportunities for 'indirect' practical learning. For example, students may examine current curriculum requirements, they may develop model lesson plans, or they may undertake 'micro teaching' – teaching segments of lessons to their fellow students. All of these different forms of learning support the development of

³⁹ [Professional standards - Hwb \(gov.wales\)](https://gov.wales/professional-standards)

students' practical knowledge and are particularly valuable in the early stages of ITE programmes. However, the experience of practice is only indirect. It is a simplified reality as it takes place in the safety of the seminar room, distant from the real-life complexities of schools themselves.

2.3 The knowledge of expert practitioners

In well-founded ITE programmes, all student teachers will also have regular opportunities to work alongside experienced practitioners, recognised for their sustained highly effective teaching practice, acting as mentors. Through this relationship they gain access to those teachers' 'practical wisdom', their 'knowledge in practice'. Trained mentors support this type of learning in a variety of different ways:

- modelling good teaching
- supporting student teachers' classroom observation, helping them 'see' the complexities of what is involved
- engaging in joint planning
- engaging in joint teaching
- acting as a coach, observing and providing feedback on chosen aspects of the student teacher's performance
- in the later stages of school experience, mentors may also return to collaborative teaching, working alongside their student as a 'co-inquirer' on some key aspect of classroom practice.

Through all of these different strategies, student teachers gain access to experienced practitioners' expertise, that in turn helps them develop and refine their own 'knowledge in practice'.

2.4 Integrated knowledge – learning 'through' teaching

Some aspects of ITE are, therefore, primarily intellectually based while others are more practical. However, student teachers also need the opportunity to learn in a way that brings these approaches together. They need opportunities to learn about teaching in an integrated way; learning through teaching.

For example, in looking at the issue of inclusivity in teaching, student teachers need the opportunity to observe experienced teachers as they plan and deliver differentiated lessons. However, they also 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/area 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 children and young people in their charge. On key issues in teaching and learning the best ITE courses give student teachers the opportunity to take part in carefully planned practical experience and at the same time engage with a wide range of other forms of evidence including evidence from research, from theory and from practice elsewhere. Establishing opportunities for this type of integrated learning has important implications for schools and HEIs and how they work together.

2.5 Personal knowledge

Finally, we must acknowledge that student teachers are adult learners. As such they bring with them a wealth of personal knowledge and experience which will have a significant role in shaping their learning.

All of these different forms of knowledge – intellectual, practical, integrated, and personal – are vitally important aspects of learning to teach. In the best programmes, each of them is understood and carefully planned for in an integrated and developmental way. By explicitly engaging with them in relation to their own teaching, student teachers as adult learners can begin to take control of their own practice. They learn to develop, reflect on, and articulate their own understandings of professional practice, and thereby increasingly bring it under their own control; in doing so they start to become true professionals in their own right.

3. A vision of how to make that happen – schools and HEIs working in partnership

As the OECD (2012) and others (BERA-RSA, 2014) make clear, the very best examples of teacher education internationally are based on student teachers having access to, and making full use of, these different sources of knowledge. In countries such as the Netherlands or Finland (Burn and Mutton, 2015⁴⁰) teachers are offered programmes that provide rigorous, systematic practical experience that is then combined with opportunities for challenge and reflection through intellectual engagement with other forms of professional knowledge underpinning effective pedagogical practice: knowledge derived from theory, from research and from excellent practice elsewhere. If this vision is to be achieved, it requires strong, clearly interconnected partnerships between schools and HEIs explicitly focused on new teachers' learning (Burn and Mutton, 2015). As noted above this necessarily has important implications for both schools and HEIs as well as how they work together.

3.1 Implications for schools

If schools are to be given the task of providing systematic and structured learning opportunities in relation to all the core areas of the teacher education curriculum, it is clear they need to have the training, professional development opportunities and resources to take on that responsibility. A Lead Partner school will need to have or be committed to establishing a culture where ITE is accepted as one of its core responsibilities. That culture will include an openness to examining and debating their own pedagogical and assessment practices in the light of wide range of other forms of evidence including evidence from research and from practice elsewhere.

3.2 Implications for HEIs

There are implications for HEIs too. If the primary tasks of HEIs is to give student teachers access to professional knowledge that is not normally available in schools – that is, to evidence from research, to theory and to knowledge about excellent pedagogical practice across Wales and internationally – their ITE provision within the HEI will need to have the staffing structures, staff development strategies and the sort of 'scholarly culture' which will ensure that all of their teacher educators are equipped to make these contributions.

3.3 Implications for how schools and HEIs work together

There are a number of implications for how schools and HEIs work together. Programmes need to be designed so that there are structured opportunities for the different forms of professional knowledge provided by each partner to be brought together.

⁴⁰ Katharine Burn & Trevor Mutton (2015) *A review of 'research-informed clinical practice' in Initial Teacher Education*, Oxford Review of Education, 41:2, 217-233.

These types of engagement can be supported in a wide variety of ways, for example through joint appointments, through joint supervision, through formal 'lesson study'⁴¹ or 'learning rounds'⁴², through written assignments or through reflective journals. In a whole variety of ways, programmes need to provide structured opportunities for student teachers to interrogate different forms of professional knowledge in relation to their own developing practice. They should be challenged and questioned and learn that there are no simple answers. It is through this process that they become able to articulate their own developing understanding of teaching and take control of their professional practice.

There are also implications for joint planning. Only if HEIs and Lead Partner Schools jointly engage in planning the delivery of the programme as a whole will it achieve the coherence that is needed. Collaborative programme planning and review procedures necessitate 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 Partner Schools - must take joint responsibility for the programme as a whole. They will work collaboratively and be willing to accept accountability to their students, to Estyn, to the EWC and to the HEI that validates their programmes.

⁴¹ 'Lesson 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-lessonstudy>

⁴² '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: ITE programmes structures, processes, and inputs

The section on programme structures and processes describes the roles and responsibilities of the Partnership and sets out the leadership structures that will be required if programmes are to be accredited.

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

4. Programme structures and processes

This section outlines the requirements for the leadership and management of ITE programmes.

All ITE programmes must be led by a 'Partnership', that is an HEI working in close collaboration with a number of 'Lead Partner Schools'. This collaborative partnership must be evident in the vision, policy making, structures, curriculum development and practices of the ITE Partnership. It is this ITE Partnership that will bring forward the programme for accreditation. In addition, this core ITE Partnership of an HEI and Lead Partner Schools may work collaboratively with a number of other schools in a wider partnership. In submitting a programme(s) for accreditation, a Partnership is required to describe its leadership and management structure, including how the HEI, Lead Partner Schools and other Partner Schools within the wider partnership work effectively together.

ITE Partnerships that are successful in this close, collaborative activity, benefit everyone involved. Student teachers can be confident that all partners are making a planned, integrated contribution to their ITE. Schools and HEIs have the opportunity to engage with new ideas and draw on their experience and expertise in relation to student teachers. Teachers have ongoing opportunities to reflect on and articulate their own practice and to engage in professional dialogue with fellow teacher educators, student teachers and educational professionals throughout the Partnership. HEI personnel have fresh opportunities to engage with schools at a deeper and more meaningful level, thus enhancing their understanding of the needs of student teachers in the complex environment of the classroom.

4.1 The Partnership's leadership and management

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

To gain accreditation, all Partnerships will need a clearly defined strategic vision for ITE as discussed under *Section A: A vision for initial teacher education in Wales*, and a well-defined partnership leadership group and management structure. Partnerships should therefore describe and justify:

- as the ITE Partnership's leadership, how the HEI and Lead Partner Schools share accountability (with a collaborative model presented at submission), development and evaluation of programmes
- the financial model for sustaining the whole Partnership
- as the ITE Partnership's leadership, the HEI and Lead Partner Schools' strategy and plans to ensure recruitment of student teachers, supporting both a high-quality student experience, and national priorities for the recruitment of diverse high-quality entrants into the bilingual teaching profession in Wales. Partnerships are required to have consideration of current Welsh Government guidance in relation to the policies

and procedures for the recruitment of student teachers. This should align in action and support for current national priorities such as the *Welsh in education workforce plan*⁴³ and *Initial teacher education Black, Asian and Minority Ethnic recruitment plan*⁴⁴

- how collaboration with other providers of ITE both in Wales and beyond is sought and used to develop the programme and raise standards of ITE across the country as a whole
- how the proposed ITE programme fits within the HEI's overall strategic planning, including how the relationships with other programmes (both ITE and non-ITE) within the HEI may aid in the delivery and sustainability of the programme and how the HEI will support the vision for ITE in Wales including enabling the Partnerships research strategy
- how the proposed ITE programme aligns with the HEIs overall vision and strategic planning for increasing Welsh-medium HEI provision and realising the aims of *Cymraeg 2050*
- 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 contributes to the continuous improvement of provision and its teacher educators including how the views of student teachers, schools and other partners are gathered and used effectively to support programme development, quality improvement and self-evaluation
- how student performance and assessment data can be used to track to improve the programme
- how data, including those on student teachers' entry qualifications, will be used to monitor provision and improve quality of applicants
- how recruitment and selection data can be used to identify improvements to the application process and the development of a more diverse student intake
- how staff development needs are identified and how professional learning and development is provided
- how the partnership maintains internal controls to preserve the integrity of student teachers' records
- how quality assurance takes place including quality assurance of mentor selection, training, and ongoing professional development in relation to their mentoring role.

All Partnerships are required to show evidence of systematic and sustainable collaboration between all their Partner Schools and their HEI/s. This could include, for example, through work with a local school improvement organisation. Innovation is encouraged.

A jointly agreed Memorandum of Understanding or agreement should outline how the Partnership will work, including the respective roles and responsibilities of the Partnership's leadership, Lead Partner Schools, Partner Schools, and the HEI. There should be a clear line of sight between the leadership's (HEI plus the Lead Partner Schools), HEI's and Schools' responsibilities.

Most effective agreements are the outcome of consultation in which the views of all partners are taken fully into account. They are clear, working documents that can be used by all partners, supplemented by documents containing more detailed information. Programme documentation for student teachers, HEI and school staff should set out the Partnership's

⁴³ [Welsh in education workforce plan | GOV.WALES](#)

⁴⁴ [Initial teacher education Black, Asian and Minority Ethnic recruitment plan | GOV.WALES](#)

leadership, HEIs', Lead Partner Schools' and Partner Schools' respective roles, responsibilities, and accountability, as agreed by the Partnership. They are regularly reviewed and revised by the Partnership's leadership.

4.1.1 The role of ITE in a research engaged profession

Developing a research informed and engaged profession is a key component in the Welsh Government's strategy to improve the educational outcomes for all learners. An effective ITE programme designed to support the development of this form of professionalism will involve three distinct elements:

- First, student teachers need the opportunity to develop their understanding of education research as a broad and diverse body of knowledge. In becoming research literate and knowing how education research works, they will be well placed to ask critical questions of research rather than being passive recipients of it.
- Student teachers also need experience of drawing on research and the suggestions for practice that it provides as one of the sources of evidence available to them as they develop their professional knowledge.
- Finally, as the Vision for ITE makes clear (see section 2), all student teachers need experience of asking critical questions of their developing practice, pushing out the boundaries of their understanding and competence as a classroom practitioner. Having the opportunity to carry out their own action research, close to practice research, or professional enquiry projects can be a key strategy in developing their ability to ask such questions.

All Partnerships should have a clear and supported research strategy that clearly defines research, professional enquiry, and close-to-practice approaches, and sets out its development across various settings. It should include an explicit statement of the role of research in supporting student teachers' learning as well as the ways in which the Partnership's schools and HEI, both individually and collectively, support and engage with research.

Research engagement includes practice that draws on an evidence-base, involves the participation of student teachers in research projects and recognises enquiry-based approaches that are sited in classroom practice. These opportunities should enable student teachers to be research-engaged and able to learn from excellence at local, regional, national, and international levels to ensure that they continue to contribute to the evidence-base for the teaching profession throughout their careers.

Partner Schools should be committed to being research engaged and understand how this supports the development of student-teachers' learning, the professional learning of teacher educators, and the impact on whole-school improvement. The Partnership should also articulate how it will be substantially engaged with ITE as a field of enquiry.

Partnerships should demonstrate their understanding how both Partner Schools and HEIs use and are creators of research. Partnerships should also consider how their learning is shared locally, regionally, and beyond, to further develop their own provision, the teaching profession and teacher educator practice in Wales. Dynamic, active systems for collecting, sharing, and disseminating knowledge, learning and research should therefore be enabled. Partnerships could consider using the National Strategy for Educational Research and Enquiry⁴⁵, National Professional Enquiry Project⁴⁶, Schools as Learning Organisations

⁴⁵ [The National Strategy for Educational Research and Enquiry \(NSERE\) - Hwb \(gov.wales\)](#)

⁴⁶ [National professional enquiry project - Hwb \(gov.wales\)](#)

principles and the Talk Pedagogy, Think Learning network as supporting architecture for this purpose.

4.2 Criteria for the inclusion of schools in the Partnership

The Partnership's leadership should have clear, robust criteria, and transparent, documented procedures, for the selection and de-selection of all Partner Schools including Lead Partner Schools.

In identifying both Lead Partner Schools and Partner Schools, the Partnership should consider only schools that are recognised in the system for high-quality provision suitable for student teachers. Partnerships should seek to work with school improvement organisations to identify potential Lead Partner and Partner schools that would be effective schools for ITE. Individual Partnerships should make clear with justification for what they consider to be 'effective' schools. Partnerships should normally avoid selecting schools that are currently in a statutory category of follow-up.

To reflect the Welsh education system's diverse settings, it is crucial that ITE Partnerships prepare their aspiring teachers for careers that reflect the whole range of maintained school settings and their communities. Overall, each Partnership should include mainstream and special schools, a range of types, sizes, denominations, language medium, and locations (where appropriate). Partnerships should also consider learner demographics and socio-economic backgrounds. It is important that student teachers have opportunities to gain an understanding of the challenges faced by schools situated in communities with levels of high deprivation, high proportions of ALN learners or those with high levels of English as an Additional Language, or areas with high levels of racial and cultural diversity. Student teachers must be supported to experience and learn how schools manage barriers to learning within these contexts, to meet learners' individual needs. This may include observing and working with other educational professionals such as Teaching Assistants, Youth Workers, Family Engagement Officers, and other aligned co-professions engaged in supporting learner attainment and well-being. Supported by this student teachers should also have opportunities to understand how schools engage with their communities to support learner aspiration and achievement.

Partnerships should offer each student teacher school experience across a minimum of two contrasting schools and may include experience in more schools and other settings through enhancement opportunities.

In some schools, for example small schools, it may be helpful for Partnerships to utilise collaborative models. To provide the most effective support for aspiring teachers placed in these cases it is expected that the ITE Partnership will present collaborative options for the mentoring and support of those students. This should include the means of providing students with opportunities for effective collaboration with others working in such schools to assist with the management of their workload. This will provide the breadth of experiences necessary for effective ITE.

Other educational settings may provide valuable learning experiences for student teachers and where possible ITE Partnerships are encouraged to include these in their Partnership. In such settings student experiences can further broaden their knowledge, and skills in collaborating with co-professionals.

All schools in which student teachers are placed should be developing as a learning organisation⁴⁷⁴⁸⁴⁹ or working to become one, offering an environment for supportive and high-quality teacher education, where the impact of ITE experiences and its principles support and promote whole school improvement.

4.3 Roles and responsibilities in all Partner schools

The ITE Partnership should outline how all schools will be able to contribute to the Partnership and delivery of their programmes. All Partner Schools have a key role in enabling student teachers to teach, research, reflect and evaluate; no school should be regarded simply as a venue for ‘teaching practice’.

4.3.1 Whole-school approach to ITE

- 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 evidenced meeting the standards during their school experience.
- Student teachers should receive regular structured opportunities to reflect on and analyse their school experience, drawing on a wide range of other forms of evidence. This should include evidence from theory, research, and knowledge of practice elsewhere. This should embody the Partnership’s vision for professional learning and the integration of different mode of learning (see section 2 *A vision of how student teachers learn*). This should involve the contribution of HEI staff drawing appropriately on subject expertise (24 4.5).
- Partner Schools are proactive in working with the ITE Partnership to support and benefit from the HEI’s scholarly activity.

4.3.2 School staffing and responsibilities for student teachers

- In-school support requires all schools in the partnership to designate experienced senior staff, as senior mentors to lead and take responsibility for the engagement of the whole school in ITE.
- Partnerships will have a clear strategy for the selection, support, and development of all student teacher mentors that senior mentors will have a responsibility to enact.
- Student teacher mentors should be experienced practitioners, recognised for their sustained highly effective practice as either phase or subject specialists.
- 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.
- School-based teacher educators, including senior mentors and mentors, specifically assigned to the Partnership should be given protected time to undertake their responsibilities within it, including time for planning, collaboration, giving feedback, completing documentation and management such as participating in the governance of the Partnership, where necessary.
- School staff regularly involved in ITE should have access to high quality professional learning and development programmes that are appropriate for the role they are undertaking within the Partnership.

⁴⁷ “What Makes a School a Learning Organisation? A Guide for Policy Makers, School Leadership and Teachers”, OECD, (2016).

⁴⁸ [Schools as learning organisations - Hwb \(gov.wales\)](#)

⁴⁹ [Developing schools as learning organisations: review - Hwb \(gov.wales\)](#)

- Schools should facilitate and support HEI-based teacher educators as needed to ensure that their knowledge and understanding of school leadership, curriculum and learning and teaching practices in school are up to date.
- 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 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 their Partner Schools on these matters.
- Student teachers should undertake a variety of wider activities required of the profession, including engaging with parents, carers, governors, and the wider community.
- Partner Schools that support students must be committed to developing evidence informed practice, including evidence from close to practice research. Student teachers need to be supported by schools when they are engaging in research projects and collecting other forms of evidence.
- Partner Schools should provide enhanced support for student teachers who need it, in line with the ITE Partnership's published cause for concern process.

4.3.3 School facilities

- As members of the school workforce, student teachers will need access to appropriate workspace and technology, including Hwb and other digital 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.
- Partnerships should make best use of specialist facilities in schools, to provide realistic settings for educating student teachers.

4.4 Roles and responsibilities of Lead Partner Schools

All ITE Partnerships are required to designate a number of 'Lead Partner Schools' which will contribute fully to the joint leadership, accountability and delivery of the programmes, including the design and content of the programme. Lead Partner Schools play a key role in the Partnership. They are jointly accountable with the HEI/s for the quality of the programmes, student experience and outcomes.

The details of the role of the Lead Partner School within the Partnership should be expressed clearly in a Memorandum of Understanding drawn up and jointly agreed between the Partner Schools and HEI. Partnerships may consider the way in which Lead Partner Schools may collaborate to provide the most effective learning experiences for student teachers. For example, schools may be grouped in a 'lead alliance' to maximise the expertise of staff or facilities. Where this is the case, Partnerships must ensure that students are not disadvantaged by these arrangements.

Lead Partner Schools need to ensure that they fulfil the requirements for all Partner Schools in an ITE Partnership (see section 4.3). However, their role in the Partnership is distinct, and essential to the success of the vision for ITE in Wales.

Lead Partner Schools should:

- be effective schools that are recognised for high-quality learning and teaching
- have a culture where ITE is recognised as one of their core responsibilities. They should have an openness to examining and debating their own pedagogical and assessment practices in the light of evidence from research and elsewhere
- have a clear understanding of their roles and responsibilities in the Partnership structure
- have a full and clear understanding of their role as jointly accountable with the HEI (and the other Lead Partner Schools in the Partnership) for the designated ITE programme(s)
- routinely lead and support other Lead Partner Schools and Partner Schools within the ITE Partnership in their work with student teachers
- routinely lead and support other Partner Schools on their journey to becoming research engaged learning organisations
- be involved and jointly accountable in all strategic decisions and processes. As a group they should be effectively represented on leadership groups across the governance structure
- play a full part in each programme's quality assurance, self-evaluation, and planning for improvement processes
- contribute to the design and development of programmes
- play a prominent part in the Partnership's strategy and plans for attracting applicants to the profession and recruiting student teachers to programmes, working in collaboration when interviewing and selecting student teachers
- have the resources, equipment, and facilities to support student teachers
- have trained, senior staff to lead on ITE within the school. These teachers should coordinate learning experiences and support for students, and monitor mentoring
- provide structured learning experiences for student teachers that are integrated effectively with and form a complement to other components of the overall programme
- ensure that all staff involved in delivering ITE receive on-going professional learning to support them in their role as school-based teacher educators. This should include knowledge and understanding of how student teachers learn; the skills, knowledge and understanding of mentoring; an understanding of how research and other forms of evidence may be used to support student teachers; and a practical understanding of the principles, structures, and content of the ITE programme
- provide professional learning opportunities for HEI staff.

4.5 The role of HEIs

4.5.1 HEI staffing and staff development

- The ratio of teaching staff to student teachers funded by the Partnership should be one full-time equivalent (FTE) member of teaching staff for every 15 FTE student teachers. These should be subject, language medium and phase specific specialist staff distributed between HEIs and schools as appropriate to achieve the specified criteria, to cover provision, and student teachers. Accreditation submissions should set out and justify the distribution of staffing resource across the Partnership.
- Where there are both full-time to part-time staff in the ITE provision, a description should be given in accreditation submissions of how any challenges arising will be managed so that staff are sufficiently available to support students 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 HEI-based staff achieve a relevant qualification within five years of the date of appointment. In the main, all HEI-based teacher educators should have been successful school teachers.
- Partnerships will be required to set out how they will ensure that their HEI-based teacher educators professional development enables them to increase Welsh-medium delivery (see section 4.6).
- Partnerships will be required to set out how all of those engaged in ITE maintain an up-to-date knowledge and experience of schooling. HEI-based teacher educators 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 facilitate the professional learning that school staff might require to support student teachers effectively.
- HEIs must ensure they are enabling effective research practice as set out in the partnerships research strategy (see section 4.1.1).
- All HEI-based teacher educators should normally be research active and routinely engaged 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 is aligned and supported by the ITE Partnership's research strategy (see section 4.1.1).

4.5.2 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 as described under section *1 A vision of the teachers Wales needs*.
- HEIs must support student teachers to construct and maintain a professional portfolio, using the Professional Learning Passport (PLP) online tool developed by the EWC and Welsh Government⁵⁰.
- HEIs should support student teachers to develop their skills in literacy, numeracy, digital competence, and the Welsh language (see 4.6).
- HEIs must identify areas of weakness in student teachers' subject knowledge and support them to develop their knowledge and skills.
- HEIs should provide enhanced support for student teachers who need it, in line with the partnership's procedures.

4.5.3 HEI facilities

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

- appropriate location, quality, and number of teaching spaces 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
- technology and digital facilities which support effective collaboration with all partners.

⁵⁰ The Professional Learning Passport is an e-portal, hosted on the EWC website, that all practitioners should use to record and reflect on their professional experiences in relation to the relevant professional standards. The PLP underpins practitioners' career pathways and supports them to identify the most appropriate professional learning opportunities so that they continue to develop and deepen their practice at every stage of their career.

4.5.4 Safeguarding and student teachers' welfare

HEIs have a responsibility to ensure the welfare of all their students and have clear policies and processes for safe, healthy, and inclusive environments that support all students to thrive. The HEI must:

- provide advice, support, and guidance, including counselling, medical and careers services
- make clear the responsibility of all, including school-based staff, in the ITE Partnership to safeguard students, and know where to direct them within the HEI for specialist help and support
- ensure clarity around safeguarding and the whistle-blowing process in both HEIs and schools.

4.6 The Welsh language

*Cymraeg belongs to us all*⁵¹ (2022) and the education sector has a key role in ensuring the continued growth of the Welsh language. Welsh Government continues to work towards our ambition of one million Welsh speakers by 2050⁵². The implementation of Curriculum for Wales alongside encouraging schools to move along a linguistic continuum⁵³ are key policy priorities that require a skilled Welsh-speaking workforce to enable our learners and future generations to become confident Welsh speakers.

Partnerships are also encouraged to move along a linguistic continuum and should be clear about activity in their programmes that support the required increase in the number of teachers able to teach Welsh and through the medium of Welsh, and for the language development of all student teachers. The *Welsh in education workforce plan*⁵⁴ should inform and support partnerships in developing their broader recruitment strategy (section 4.1).

Such considerations should be addressed in the following ways:

4.6.1 Strategic approach for the Welsh language within ITE Partnerships

All Partnerships should develop a clear vision for developing provision for students preparing to teach in Welsh and implement and evaluate their long-term strategy to ensure a systematic and sustainable approach to:

- further develop their provision for students preparing to teach in Welsh
- evolving programmes to further develop the language skills of all student teachers
- develop a bilingual workforce within the HEI ITE department to be able to teach all HEI-led elements of ITE provision through the medium of Welsh
- develop programmes that prepare student teachers to teach through the medium of Welsh by increasing the proportion of the programmes taught through the medium of Welsh.

4.6.2 Partnership provision to improve Welsh language skills of all ITE students

One of the four purposes of the curriculum is to develop children and young people as ambitious, capable learners who can communicate effectively using both Welsh and English. All learners should be developing their Welsh language skills and be able to use the language confidently when they leave school at 16. The teaching profession is key in realising this vision.

⁵¹ [Cymraeg belongs to us all | GOV.WALES](#)

⁵² <https://gov.wales/cymraeg-2050-welsh-language-strategy>

⁵³ Section 2.3 Transitional sub categories - [School categories according to Welsh-medium provision | GOV.WALES](#)

⁵⁴ [Welsh in education workforce plan | GOV.WALES](#)

The professional teaching standards set expectations for teachers' career-long reflection and development including a commitment to the incremental development of their Welsh language skills. The language competency framework, developed in partnership between the ITE Partnerships, Coleg Cymraeg Cenedlaethol, Welsh Government and other stakeholders, provides the framework for the ongoing development of Welsh language skills throughout a teacher's career.

ITE partnerships should have clear plans for provision that affords all student teachers the opportunity to develop their Welsh language skills, and clearly outline student teachers' expected outcomes in line with the framework. ITE Partnerships should:

- assess the Welsh language skills of all student teachers upon entry and deploy a range of methodologies for building upon those skills during the programme. All student teachers should have a minimum of 35 hours of Welsh language skills development per year as part of their programme
- assess the Welsh language skills of all student teachers on completion of their programme in accordance with the Welsh language competency framework and submit evidence to Coleg Cymraeg Cenedlaethol on an annual basis for moderation purposes. This assessment should feed into the career entry profiles (see section 6.2) to enable all Newly Qualified Teachers (NQTs) to inform their ongoing development as they enter induction
- enable and support students to develop the pedagogic skills related to learning and teaching through the medium of Welsh, preparing them for the context of the learner phase they will be teaching
- ensure student teachers are familiar with Siarter Iaith⁵⁵, the Welsh in English-medium schools framework⁵⁶ and the development of learners' Welsh literacy skills including familiarity with the strategies to normalise the use of Welsh and embed Welsh language across the curriculum
- encourage all Welsh-speaking student teachers (regardless of whether they are on a course preparing them to teach in Welsh) to undertake at least one placement in a Welsh-medium school.

4.6.3 Partnership provision in Welsh for those wishing to pursue careers in Welsh-medium or bilingual schools

ITE programmes for students intending to work in Welsh-medium and bilingual schools should include the following minimum requirements:

- Teaching methodologies and the development of pedagogic skills of student teachers for their specific context.
- Support for student teachers to develop strategies to normalise the use of Welsh and embed Welsh language across the curriculum.
- Support student teachers, where necessary, to build confidence in their own language skills.
- All mainstream school placements are conducted in a Welsh-medium or bilingual setting.

In addition, as per section 4.6.1, Partnerships should plan and implement ready for the third round of accreditation:

- all resources issued to students available bilingually⁵⁷

⁵⁵ [Siarter Iaith - Hwb \(gov.wales\)](https://www.gov.wales/siarter-iaith)

⁵⁶ [Languages, Literacy and Communication: Designing your curriculum - Hwb \(gov.wales\)](https://www.gov.wales/languages-literacy-and-communication-designing-your-curriculum)

⁵⁷ This may not be possible for journal articles or research conducted and published outside of Wales.

- a minimum of 50% of all HEI-led sessions should be available in the medium of Welsh.

To secure effective pedagogic skill development, partnerships should propose clear arrangements to ensure sufficient opportunities for student teachers to develop their skills in viable groups. Partnerships might wish to work collaboratively to ensure effective delivery to small numbers of student teachers in minority disciplines and to jointly develop resources to support student teachers. Partnerships could also work collaboratively with school improvement organisations to develop national networks for student teachers in minority disciplines. These could be virtual and organised jointly across more than one partnership.

5. Programme inputs

In presenting their programmes for accreditation, Partnerships will be required to provide details of the following⁵⁸ programme inputs:

- the vision for student teachers learning
- course aims
- course design and areas of study
- entry requirements and selection procedures
- Curriculum for Wales & subject studies
- identifying and meeting the needs of learners with Additional Learning Needs
- programme content
- well-being
- school experience
- the Equality Act 2010 & United Nations Convention of the Rights of the Child (UNCRC)
- assessment of student teachers.

These are discussed in further detail below.

5.1 The vision for student teachers' learning

Programmes of ITE should be supported by a clearly articulated vision for student teachers' learning that relates to the vision for ITE in Wales (see Section A: Vision) and is informed by values, principles, and research. This vision should be consistently visible in all programme components, such as the aims, course design, content selection, teaching and learning strategies, assessment processes and the intended effect of the programme on the learning and teaching of student teachers and school learners. It should be co-constructed collaboratively by the Lead Partner Schools and the HEI. The Partnership may wish to involve their wider Partner Schools in this collaborative work where appropriate.

5.2 Course aims

Drawing on the vision for ITE in Wales and the vision of the teachers for Wales (*Section A: A vision for initial teacher education in Wales*) the overall aim of a programme of ITE is to prepare student teachers to become competent, thoughtful, reflective, and innovative practitioners who are committed to be evidence informed (including evidence from research) and to provide high-quality teaching and learning. They need to be prepared to achieve the professional standards⁵⁹, to enter the teaching profession and undertake their career long professional journey (see section *Teaching as a career long professional journey*)

⁵⁸ A collaboration model should also be presented at submission

⁵⁹ [Professional standards - Hwb \(gov.wales\)](https://www.gov.wales/professional-standards)

Student teachers should develop the values, knowledge, skills, and attitudes to meet national priorities such as oracy, literacy, numeracy, digital competency, social inclusion, tackling the impact of poverty on educational attainment, and equity, to ensure high aspirations and standards for all learners. They should understand the importance of working collaboratively with colleagues, co-professionals, parents, and carers and committed to developing the skills necessary for such collaborative work. They should be committed to their own life-long professional learning, including engaging actively with educational research.

5.3 Types of Course

Whilst it is anticipated that most programmes submitted for accreditation will be either PGCE or BA undergraduate, other programmes may still be submitted which may be able to meet the accreditation criteria. If Partnerships wish to bring forward other types of award (for example lengthened courses, joint honours degrees) or 'non-standard' courses, they are encouraged to discuss their proposals with the Welsh Government and/or EWC at the earliest opportunity to ensure that they have the potential to conform to these Criteria and the relevant legislation.

In response to changing demands from Wales' schools, it is anticipated that some Partnerships may wish to develop non-traditional courses such as 'middle years' programmes (for teaching learners in 'years' 5,6,7,8). In each case, programmes need to be designed and validated as a separate award; they will have specific entry requirements, curriculum content and patterns of school experience. Partnerships are reminded that having a course accredited by the EWC does not necessarily mean that student numbers will be allocated to it by EWC.

Appendix 4 discusses temporary flexibility permitted to develop specialist pilot provision for primary phase with an ALN specialism.

5.4 Course design and areas of study

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

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:

- supporting students in learning how to learn as a teacher to support their ongoing professional learning throughout their careers
- personal development
- developing resilience and professional wellbeing
- preparation for the complex environment of classrooms
- active engagement and collaboration with co-professionals and the wider education community.

Programmes should:

- be designed in such a way that all student teachers are prepared to teach all learners across at least two consecutive progression phases in schools as described under the Curriculum for Wales
- prepare student teachers to take responsibility for teaching a class, or classes, over a sustained and substantial period of time

- ensure student teachers are aware of the career pathways, including leadership, across schools and the wider education sector.

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 year of programmes⁶⁰. Where programmes are classified as part-time the requirement for school experience should pro-rata follow that of their full-time equivalents.

More specific requirements on school experience are as follows:

- 32 weeks for all four-year undergraduate programmes
- 24 weeks for all two- and three-year undergraduate programmes
- 24 weeks for all one-year postgraduate programmes.

Partnerships should ensure that each student teacher has experience in a minimum of two contrasting schools. Contrasting schools should be explored by the Partnership from a range of potential attributes associated with their Partner Schools; however all Partner Schools must meet the criteria for ITE programmes (see section 4.2, 4.3 and 4.4).

For all mainstream programmes, school experience placements may take place in a special school or ALN unit. In these cases, Partnerships must ensure that no more than 20% of school experience is undertaken outside a mainstream classroom to ensure that student teachers are prepared to teach both in mainstream and ALN environments. Further information on developing specialist ALN provision can be found in *Appendix 4: Specialist primary phase ITE provision for ALN*.

All other experiences (for example, museum education) should be viewed as enhancements to the requirements listed above and should fall outside the number of weeks listed.

5.5 Entry requirements and selection procedures

Full details of entry requirements for ITE programmes are set out in Appendix 2.

Further information on entry requirements for specialist ALN provision can be found in *Appendix 4: Specialist primary phase ITE provision for ALN*.

The selection of student teachers must involve both the HEI and Partner Schools. Selection must always include an individual interview. Partnerships should ensure both the HEI and Partner Schools are represented. However, where this is not always possible there must be robust processes in place and evidenced to ensure a strong Partner School voice within the recruitment and selection process. The process must determine candidates' personal aptitude for teaching, as well as their academic abilities. Partnerships must also satisfy themselves that candidates have appropriate knowledge and skills in numeracy, literacy, and digital competency.

Partnerships must use their recruitment, application, and selection data to improve the quality and diversity of their student intake and ensure that their processes are equitable.

⁶⁰ Ensure that all student teachers are provided with at least 60 days of HEI/school led training activity per academic year

5.5.1 Health and physical capacity to teach

Partnerships must ensure that all entrants to ITE Programmes have met the requirements of the Education Health Standards⁶¹, confirming their health and physical capacity to undertake a teacher's responsibilities.

Partnerships must also have due regard to the relevant regulations, and to their statutory obligations under the Disability Discrimination Act (DDA) as amended by the Equality Act 2010. This may require ITE Partnerships making reasonable adjustment or adaptation as necessary to enable an individual to undertake an ITE course, even if this results in more favourable treatment. In the selection of entrants to ITE programmes, Partnerships will need to ensure that selection procedures and policies do not discriminate unfairly against applicants with disabilities or ALN. To that end, relevant staff members must have up-to-date information to meet their obligations under the DDA, Equality Act and the statutory requirements placed on institutions by the disability equality duty.

5.6 Curriculum for Wales & subject studies⁶²

5.6.1 The four purposes, curriculum components, and key principles and processes

Partnerships must ensure that all student teachers have a developed understanding of, and commitment to, the purposes, ethos and components of the Curriculum for Wales and are effectively able to deliver it.⁶³

The four purposes are the starting point and aspiration for curriculum design. All children and young people in Wales will be supported to become:

- 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.

The Curriculum for Wales Framework has six Areas of Learning and Experience ("Areas") and all student teachers need to be familiar with these Areas. The curriculum is supported by statutory codes⁶⁴⁶⁵⁶⁶ and other secondary legislation. The cross-curricular skills,⁶⁷ integral skills,⁶⁸ and cross-cutting themes⁶⁹ should, where appropriate, be incorporated into teaching across the curriculum.

Individual teachers, including subject specialists in secondary schools, will draw upon the what matter's statements across the different Areas, and where appropriate, the cross-curricular skills, integral skills, and cross-cutting themes in their curriculum design and planning. Teachers are encouraged to work creatively and collaboratively across subject boundaries in curriculum and assessment design to avoid compartmentalisation in subject teaching. Teachers should be able to support children and young people to make connections across their learning and become more effective as learners, bringing together

⁶¹ [The Education \(Health Standards\) \(Wales\) Regulations 2004 \(legislation.gov.uk\)](https://legislation.gov.uk)

⁶² Detail and guidance on the Curriculum for Wales can be found at [Curriculum for Wales - Hwb \(gov.wales\)](https://gov.wales) which includes legislative and technical detail on the four purposes, the Areas of Learning and Experience and Assessment arrangements.

⁶³ [Curriculum and Assessment \(Wales\) Act 2021 \(legislation.gov.uk\)](https://legislation.gov.uk)

⁶⁴ [Curriculum for Wales: Progression Code | GOV.WALES](https://gov.wales)

⁶⁵ [Curriculum for Wales: Statements of What Matters Code | GOV.WALES](https://gov.wales)

⁶⁶ [Curriculum for Wales: Relationships and Sexuality Education \(RSE\) Code | GOV.WALES](https://gov.wales)

⁶⁷ [Developing a vision for curriculum design - Hwb \(gov.wales\)](https://gov.wales)

⁶⁸ [Developing a vision for curriculum design - Hwb \(gov.wales\)](https://gov.wales)

⁶⁹ [Cross-cutting themes for designing your curriculum - Hwb \(gov.wales\)](https://gov.wales)

different aspects to examine, for example, important topics such as citizenship, enterprise, and sustainability.

A well-designed curriculum, supported by effective teaching and learning, enables learners to make meaningful progress. Progression is central to the curriculum, and assessment is central to discerning this progress. All student teachers need to be familiar with the principles of progression, and the key processes for supporting learner progression towards the four purposes in Wales and how they are embodied in school practice including:

- developing a shared understanding of progression
- transition along the 3 to 16 continuum
- communicating and engaging with parents and carers.

Programmes of ITE need to ensure that student teachers' subject knowledge and pedagogical knowledge are at the level they need to engage with the curriculum. Partnerships must also ensure that student teachers have the knowledge, skills and understanding of the key principles of assessment and its overarching purpose within the Curriculum for Wales to support every learner to make progress, ensuring that learners experience high-quality education with appropriate levels of support and challenge.

5.6.2 Subject studies content

Subject studies should include:

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

Applications for accreditation need to specify how partnerships identify areas of weakness in student teachers' subject knowledge and the explicit support they provide to remedy such weaknesses under section 4.5.2. Partnerships should also specify how this feeds into the self-evaluation and assessment activity detailed under section 4.1.

5.6.3 Subject studies in different programmes

ITE Partnerships must be clear in their submissions on the progression steps individual programmes are preparing student teachers to teach and carefully consider both the continuum of learning and subject knowledge (what matters statements) needed to deliver the curriculum. This will inform both the programme design (see section 5.4 regarding the requirement that programmes cover at least two consecutive progression phases in mainstream schools) and aspects of programme content (see section 5.9).

For example, programmes for 'primary' teachers (typically teaching learners aged 4 to 11 years old) must include sufficient study in each of the six Areas in the curriculum to equip them to teach across the specified continuum of learning. This would necessarily be different from ITE programmes designed for student teachers wishing to specialise in teaching across the primary-secondary school divide for learners aged between 8 to 14 years old. Such programmes require a subject / Area specialism. Student teachers must therefore be provided with sufficient discipline specific curriculum and pedagogic knowledge to teach their specialist subject across the full age range covered by the programme alongside the broader curriculum requirements for the specific primary age range covered.

Further information on developing specialist primary ALN provision can be found in *Appendix 4: Specialist primary phase ITE provision for ALN*.

Undergraduate secondary school programmes (for teaching learners aged 11 to 16) must provide sufficient depth and breadth of knowledge for the subject/s, Area/s that the student teacher intends to teach. These programmes will also include discipline-specific curriculum and pedagogical studies for each subject/s the student teacher intends to teach.

Secondary postgraduate programmes (for teaching learners aged 11 to 16) should prepare student teachers to teach their specialist subject(s) across this full age-range.

5.7 Identifying and meeting the needs of learners with Additional Learning Needs

Partnerships must ensure that all student teachers are aware and prepared to teach and support learners with ALN. The Additional Learning Needs Code and Act provide the statutory system in Wales for meeting the additional learning needs of children and young people. The reform of the ALN system is to ensure that children and young people's additional learning needs are identified early and addressed quickly to enable them to achieve their full potential.

Student teachers should understand the principles of person-centred practice, the Additional Learning Needs Code and Act, its purpose, ethos, and the responsibility of teaching practitioners and schools including the role of the Additional Learning Needs Coordinator (ALNCo).

5.8 Well-being

Schools in Wales are required to have regard to the *Framework on embedding a whole-school approach to emotional and mental well-being*⁷⁰. It is expected that partnerships will develop approaches that align and support Partner Schools' strategies and policies to:

- assist aspiring teachers to manage their own personal and professional wellbeing
- contribute to the wellbeing of the learners in their care
- ensure their professional conduct⁷¹.

For both aspiring teacher and learner, it is important they are supported to overcome barriers to their learning and to help them in having positive physical, social, and mental states. It is essential that they have a sense of purpose, that they feel able to achieve important personal goals and can participate effectively in the life of their school and wider community. Partnerships should ensure support for their student teachers with developing effective approaches to safeguarding, supportive personal and school relationships, contributing to strong and inclusive schools, good health, personal security and creating healthy, inclusive, classroom environments.

ITE programmes should include opportunities for understanding the role of wellbeing in effective learning, including the ability to identify learners who are at risk of experiencing poor wellbeing, and should provide opportunities for students to examine the most effective models deployed by schools and their partners to improve the wellbeing of all learners.

5.9 Programme content

Programmes should address topics covering core professional and pedagogical studies which 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

⁷⁰ [Framework on embedding a whole-school approach to emotional and mental well-being | GOV.WALES](#)

⁷¹ [Code of professional conduct and practice \(ewc.wales\)](#)

- the role of assessment in teaching and learning including formative and ongoing assessment to support learner progression
- 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
- the current organisation and management of schools in Wales and the tiers of evaluation, improvement, and accountability within the system
- the history of education and of education policy in Wales
- current legislation, including an understanding of the statutory requirements of the Curriculum and Assessment Act, Additional Learning Needs and Education Tribunal Act, and Welsh language requirements
- person centred practice⁷² to ensure the views, wishes and feelings of the child and the child's parent, or the young person, are at the heart of the decision-making process to identify their needs and support to meet those needs⁷³
- school learners' rights in Wales⁷⁴, including their right to a voice in matters that relate to their lives
- the contractual, pastoral, and legal responsibilities of teachers in Wales including registration and familiarity with the Education Workforce Council (EWC), the EWC code of conduct, and fitness to practise mechanisms in Wales
- understanding and managing the barriers which learners' face at school affecting educational attainment
- the Additional Learning Needs (ALN) Code for Wales and regulations⁷⁵.
- classroom management and organisation
- the principles and practice of curriculum design including their placements' approach and rationale, drawing upon research of different approaches, for example disciplinary, interdisciplinary curriculum design
- curriculum planning to meet the needs of learners as appropriate for the programme specialism (see section 5.6.3)
- teaching literacy and numeracy effectively including developing knowledge and understanding of how children acquire language knowledge and the skills needed to learn to read and be able to critically evaluate different approaches
- digital and subject pedagogies and pedagogical content knowledge
- effective communication, including questioning
- the design and use of materials, including virtual resources, for teaching and learning to stimulate, support and challenge all mainstream learners
- the use of digital technologies in supporting blended learning
- meeting the needs of learners from diverse cultural, linguistic, religious and socio-economic backgrounds to ensure equity with regards to potential impacts on educational attainment
- meeting the needs of learners with additional learning needs to ensure equity
- the principles of assessment and how to use assessment effectively to support and report on learners' progress
- the use of data, research evidence and professional enquiry in the development and impact of effective practice
- working collaboratively in the classroom and with colleagues

⁷² A person-centred approach is where the person is placed at the centre of the service and treated as a person first. The focus is on the person and what they can do, not their condition or disability. Support should focus on achieving the person's aspirations and be tailored to their needs and unique circumstances.

⁷³ [The Additional Learning Needs Code | GOV.WALES](#)

⁷⁴ [Children's rights in Wales | GOV.WALES](#)

⁷⁵ [Additional learning needs \(special educational needs\) | Sub-topic | GOV.WALES](#)

- safeguarding all learners.

5.10 School experience

School experience, as with other areas of the ITE programme, should be designed jointly by the HEI and its Lead Partner 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 learners in different age groups within their phase specialism, including those who have a range of additional learning needs, and become familiar with schools across a range of socio-economic, linguistic, and cultural contexts. In summary, the school experience for student teachers will incorporate the following:

- teaching opportunities including, inter alia:
 - 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. Joint teaching is a legitimate and rich method of learning throughout a teacher's career but an ability to teach independently by the end of the ITE programme is expected.
- mentoring opportunities including, inter alia:
 - Having a designated mentor
 - Being observed and receiving regular feedback.
 - Observing experienced teachers
 - Planning and teaching collaboratively
- reflection and Professional Development opportunities including, inter alia:
 - Having structured opportunities to develop their understanding of whole-school issues and school approaches to removing barriers to learning.
 - Regular formal opportunities (through, for example, 'learning rounds' or 'lesson study') to interrogate their own and others' teaching in the light of wide range of other forms of evidence including evidence derived from theory, from research and from practice elsewhere.
 - Recording their reflections and their own emerging 'theories' of practice in a journal/portfolio such as the Professional Learning Passport.

5.11 The Equality Act 2010 & United Nations Convention of the Rights of the Child (UNCRC)

Student teachers should be familiar with the Equality Act 2010, particularly the aspects of it which have relevance to schools. Children's rights are also enshrined in Welsh law under the Rights of Children and Young Persons (Wales) measure which is based on a commitment to the principles of the UNCRC. As such ITE programmes must ensure topics are taught in a way that does not subject learners to discrimination, and actively tackles key inequalities. Student teachers should be encouraged to think about the ways they teach and build relationships with their learners and wider school communities to facilitate effective learning environments that are anti-racist and non-discriminatory for all learners⁷⁶.

5.12 Assessment of student teachers

Assessment of student teachers is aimed at establishing whether they are developing as beginner teachers as intended in **Section A: A vision for initial teacher**

⁷⁶ Adapted from Equality and Human Rights Commission (2014). *What equality law means for you as an education provider in Wales: guidance for schools*

education in Wales which underpins all aspects of the Criteria. Student teachers' personal and professional growth through their ITE programme is demonstrated by meeting the descriptors for QTS, set out in the professional standards for teaching and leadership.

The assessment of student teachers should:

- take place throughout the programme, with clearly specified progression stages
- include formative and summative assessment
- use a range of measures including observation, discussion, written assignments, and action research projects
- involve assessors/examiners internal to the partnership and independent, external assessors/examiners appointed by the partnership
- provide for a variety of approaches, e.g., joint evaluation by the student and the teacher educator, self-evaluation, and peer evaluation.

Partnerships must ensure that rigorous internal and independent external assessment moderation procedures are in place to assure the reliability and accuracy of assessments. To that end, assessment is underpinned by a system of evidence-based checks and balances within the partnership, in consultation with external assessors, to ensure that student teachers in different settings are assessed consistently and fairly.

Student teachers must meet the required standards of the school experience element of their ITE Programme in two consecutive progression steps if they are to gain their qualification (see section 5.4). 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 have clear, documented procedures for supporting students whose progression is causing concern and should make explicit provision for careers guidance for student teachers who do not reach the expected standard during the programme.

5.12.1 Career entry profile's role in supporting the professional development of student teachers

The Career Entry Profile (CEP) reflects a combination of individual assessment by the Partnership's teacher educators, joint assessment between teacher educators and student teachers and self-assessment by student teachers. The CEP can now be accessed and updated via the PLP, and Partnerships are encouraged to utilise this to support their student teachers to prepare them for induction.

The CEP is designed to be used to support or form part of the recording, reflection and planning processes which arise naturally during ITE. The CEP will help student teachers, in discussion with their teacher educators, to think about their experience before and during their formal ITE programme, and to identify the key points in relation to their teaching. It also helps them to think about where the focus of their individual future professional development, such as through their induction period, should concentrate to:

- reflect and build on the strengths in their practice
- develop aspects of the teacher's role in which they are particularly interested
- provide more experience, or develop expertise, in areas that they have developed to a more limited extent so far.

5.12.2 Improvement through assessment

Assessment of student teachers provides an opportunity for Partnerships to identify strengths and weaknesses in their programmes including the consistency of assessment across the partnership. Partnerships need to ensure that internal and external assessors relate the strengths and weaknesses they observe in individual student teachers and the partnership to possible strengths and weaknesses in the quality of their ITE programme. In that context, ITE Partnerships must ensure that issues concerning quality, raised through internal and external assessment, are investigated, and addressed to improve student teachers' experiences on the programme. This should form part of an ITE Partnership's ongoing self-evaluation and research into their own provision as per section 4.1.

As well as safeguarding the standard of QTS, assessment should provide evidence to help partnerships evaluate their own performance and devise plans for improvement. They also need to ask external assessors to make specific recommendations for improvement. They can then use this evidence, together with evidence from other sources which may include inter alia, inspection reports, monitoring reports, performance data, mentor and student teachers' feedback, to inform their action planning and targets for improvement.

Section C: Programme outcomes

6. Programme outcomes – standards for Qualified Teacher Status

The professional standards for teaching and leadership are fundamental for all those in education, providing a strong sense of shared purpose. The ITE programme outcomes are aligned with the standards, at the level pertaining to the award of QTS, required under legislation to undertake the duties of a teacher in maintained settings. They form the foundation for the continuum of teacher education and professional development (see section: Teaching as a career long professional journey).

The fulfilment of the standards for QTS should be considered, understood, and assessed in light of the integrated approach to ITE espoused in Section A: A vision for initial teacher education in Wales. The outcomes of ITE programmes should reflect the vision for ITE in relation to professional values, curriculum, pedagogy, assessment, the learning environment, the wider context, professional reflection, leadership, and student teachers' commitment to their future professional learning.

6.1 Fulfilment of the standards for qualified teacher status

The professional standards for teaching and leadership⁷⁷ comprise five standards that focus on the essential elements of every teacher's work – **pedagogy, collaboration, innovation, professional learning, and leadership**, with a strong emphasis on pedagogy. Each standard is divided into elements with descriptors that exemplify how the standards relate to a teacher's work, depending on where that teacher is in their career and role.

The lower descriptors for teaching describe expectations that should be met for the award of QTS and the successful completion of statutory induction. The upper descriptors exemplify sustained highly effective practice and provide a focus for career-long professional learning. There are also descriptors for formal leadership roles. Therefore, the professional standards for teaching and leadership clearly identify the requirements for entry into the profession and set expectations for development throughout a professional career.

In judging competence for the award of QTS, Partnerships are required to assess student teachers against the QTS descriptors. Only those who fulfil the requirements for those descriptors are awarded QTS.

Throughout the ITE programme evidence collected will inform judgements about meeting the relevant descriptors within the standards. In this respect, Partnerships will need to consider how they monitor student teachers' progress through effective feedback, regular reviews, addressing individual needs, and promoting independence for ongoing professional learning.

The professional standards for teaching and leadership encourage thought, consideration, and conversation about the complexity of the processes of teaching. This allows the standards to be considered more holistically in assessing a student teacher against the relevant descriptors. For example, observation and discussion of a lesson planned and taught by a student teacher could provide an occasion to assess:

- aspects of professional disposition and values
- teacher-student relationships
- subject content knowledge and subject pedagogical knowledge

⁷⁷<http://learning.gov.wales/resources/collections/professional-standards?lang=en#collection-2>

- planning, teaching, and assessment strategies, including inclusive teaching strategies
- classroom management processes.

On the other hand, some descriptors will require assessors to look at other evidence e.g., written work, collaborating with peers, presentations or contributions to tutorials and wider contributions to schools and their communities.

Deciding whether a student teacher fulfils the standards for QTS is a matter of professional judgement, considering the student teacher's performance as a whole with all the available evidence.

Questions for ITE Partnerships to consider in relation to the standards for QTS:

- Do we give student teachers constructive feedback on their progress against the relevant descriptors?
- Do opportunities for assessment cover all the relevant descriptors?
- Do those carrying out assessment have sufficient evidence to make sound judgements about student teachers' ability to meet the relevant descriptors in a range of contexts?
- Do we assess relevant groups of descriptors together to avoid an atomistic approach?
- Which relevant descriptors can be demonstrated wholly or partly in a mainstream classroom or other educational settings?
- Which relevant descriptors can be demonstrated by other means, including written assignments?
- Do we monitor student teachers' progress and adjust the ITE programme where necessary?
- Have all teacher educators engaged in relevant professional development to enable them to assess accurately and consistently against the relevant descriptors?

In Appendix 3 further advice for ITE Partnerships concerning the forms of provision that support meeting the QTS descriptors is set out. The structure broadly follows that of the standards model, though in some cases, in the interest of clarity, additional elements have been added; in other cases where there is overlap, advice on two different elements has been combined.

6.2 Standards for induction

During the first year of teaching, the newly qualified teacher (NQT) engages in a statutory induction process⁷⁸ which combines an individualised programme of professional development with an assessment against relevant descriptors within the professional standards for teaching and leadership. Like ITE, induction is both a distinct phase of professional development and part of the continuum of teacher education.

The Partnerships must work closely with those responsible for induction to ensure that all those who are assessed as meeting the QTS standards are informed and prepared for the induction arrangements for NQTs. Both ITE Partnerships and those responsible for induction must assist and support student teachers in making this transition. For that purpose, towards the end of an ITE programme student teachers should be supported in completing a Career Entry Profile (CEP) and updating their PLP. The CEP is designed to give emergent NQTs a focus for their thinking about how they are developing as teachers,

⁷⁸ The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015

what they have achieved and how they will develop and progress. ITE Partnerships may find it useful to have input from those responsible for induction at this stage of the student teacher's programme. This affords a way of drawing on this reflective thinking at the start of a student teachers induction period and considering it alongside other factors when planning an induction programme.

The professional standards for teaching and leadership closely link ITE and induction so that continuity and progression of professional experience is enabled. ITE Partnerships and those responsible for induction should support the value of the CEP, which lies in the thinking and discussion about professional development which it supports, not in what is written on the form. It is intended to help student teachers and NQTs to make constructive connections between the beginning phases of their careers, on their journey of life-long learning as reflective practitioners who use research in evidence-based practices. Accordingly, NQTs are enabled to understand how they can build on progress and evidence from their award of QTS to fulfil the requirements that teachers must meet to successfully complete their statutory induction.

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.

ALNCo: An Additional Learning Needs Co-ordinator (ALNCo) is a person designated, in accordance with section 60 of the Additional Learning Needs and Education Tribunal Act (ALNET Act), by a maintained school (other than a special school) or Further Education Institution to have responsibility for co-ordinating additional learning provision for pupils or students with ALN. The duties of the ALNCo are laid out in Chapter 8 of the ALN Code for Wales. ALNCo's have a strategic role and are not expected to be directly involved in the day-to-day process of supporting every learner with ALN. This is the responsibility of the class teacher and other co-professionals.

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.

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 is the set of skills, knowledge and attitudes that enables the confident, creative, and critical use of digital technologies and systems.

Descriptors: Part of the professional standards for teaching and leadership that describe the expectations that should be met for the award of QTS and the successful completion of statutory induction.

Education Professionals: Education professionals or co-professionals are other professionals working in maintained settings and the wider community, supporting attainment, teaching and learning, and the wellbeing of the school's learners. Predominately these will be teaching assistants and ALNCo's; however, depending on the context of the school this may also include others such as, inter-alia, Youth Workers, Educational Psychologists and Family Engagement Officers.

Initial teacher education: Initial teacher education (ITE) refers to the first formal statutory 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 will be educated in mentoring for teacher education, and an 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.

Partnership: The partnership model of ITE represents a formal arrangement between HEIs and Lead Partner Schools, underpinned by a Memorandum of Understanding, whereby they agree to work collaboratively, as equal partners with joint accountability, in designing and facilitating the programme of ITE.

Person-centred Practice: Person-centred Practice is an approach where the person, for the purposes of this document the school learner, is placed at the centre of the service and treated as a person first. The focus is on the person and what they can do, not their condition or disability. Support should focus on achieving the person's aspirations and be tailored to their needs and unique circumstances.

Professional standards for teaching and leadership: The professional standards for school teachers and leaders that focus on the essential elements of every teacher's work— pedagogy, collaboration, leadership, innovation, and professional learning.

Learner: Children and young people in school.

School Improvement Organisations: Organisations or collaborative partnerships between organisations delivering local school improvement functions. School Improvement Organisations may be a regional consortia, a group of local authorities or a single local authority.

Student teacher: A student teacher 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.

Values and dispositions: Principles that should drive everyone who works with learners. Part of the professional standards for teaching and leadership model.

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Appendix 1: Estyn and the inspection of ITE in Wales

Appendix 2: Entry requirements for student teachers in Wales

Partnerships will be aware of their statutory responsibilities under the Public Sector Equality Duty; they should therefore evaluate and monitor the impact of their admission policy on a regular basis.

Any queries regarding the entry requirements for student teachers in Wales should be sent to ITEducationAddysgGA@gov.wales.

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 teachers have achieved the minimum qualification entry requirements for their phase of study/subject including:
 - a standard equivalent to GCSE Grade C or above in mathematics or Mathematics-Numeracy
 - a standard equivalent to GCSE Grade C or above in either English Language or Welsh Language.
- for ITE programmes of study specialising in teaching learners age 4 to 11, have achieved a standard equivalent to GCSE Grade C or above in a science subject
- for ITE programmes of study for the secondary phase/the full secondary age range (learners aged 12 to 16 years old) a degree with at least 50% relevance to the subject the student intends to teach
- for ITE programmes of study for teaching across the primary-secondary school divide (for learners aged between 8 to 14 years old), have achieved a minimum of an A-level qualification (or equivalent⁷⁹), valued at 12 or more UCAS points with direct relevance to the subject the student intends to teach across the full learner age range covered by the programme and a standard equivalent to GCSE Grade C or above in a science subject.

With regards to GCSE (or equivalent) entry requirements it is the standard, not the certificate that matters. Applicants who are otherwise suitable but, for whatever reason, have not successfully achieved a GCSE grade C will need to meet the required standard prior to entry. Where applicants have gained qualifications which are not GCSEs, partnerships will need to satisfy themselves that they are equivalent to GCSE in terms of content and demand.

- 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 (safeguarding is a legal requirement).

ITE partnerships are responsible for ensuring that an Enhanced Disclosure and Barring Service (DBS) and the appropriate barred list check (for children, adults or both) is made on everyone admitted to their ITE programmes. The Welsh Government cannot advise partnerships whether they should enrol a particular person.

- all entrants to ITE Programmes have met the requirements of the Education Health Standards, confirming their health and physical capacity to undertake a teacher's responsibilities.

Partnerships must be confident that trainees can meet legislative requirements to have the health or physical capacity to undertake a teacher's responsibilities. Partnerships will need to ensure that selection procedures and policies do not discriminate unfairly against applicants with disabilities or additional learning needs. The statutory requirements for health and physical capacity to teach are set out in the Education Health Standards (Wales) Regulations 2004.

- can read effectively and is able to communicate clearly and accurately in spoken and written English and/or Welsh
- are assessed on entry and throughout the duration of the programme as having the appropriate personal functional skills in literacy and numeracy applicable in a professional teaching and learning context
- if undertaking postgraduate courses of ITE hold a first degree of a United Kingdom higher education institution or equivalent qualification.

The graduate status of teaching

Legislation on QTS requires that all those who successfully complete a course of ITE in Wales must hold a UK first degree or equivalent qualification and the student entry and selection requirements are minimum standards. Individual accredited ITE programmes may have additional criteria. Those on undergraduate ITE programmes will, if successful, graduate and meet the QTS Standards at the same time. Students wishing to enter postgraduate ITE programmes need to attain degree level qualifications (or equivalent) before they can be admitted.

Degree subjects

The law does not specify that teachers should have a degree in a particular subject to teach. It is the Professional Standards for Teaching and Leadership that specify the subject knowledge required to gain QTS. All trainees must meet all the QTS descriptors within the standards to complete their ITE programme and awarded QTS. Partnerships therefore need to consider the full range of applicants' attainment, not just the title of their degree. They need to judge whether, in the time planned for study, applicants would be able to bridge any gap between their subject knowledge at the time of admission, and the knowledge required to meet the lower-level descriptors for pedagogy standard for their chosen age range and any specialist subject(s).

Foundation Degrees

The Foundation Degree is an award at the intermediate level and applicants with a Foundation Degree will therefore need to demonstrate additional attainment of at least 60 credits at HE Level 3 to meet the entry requirement for postgraduate ITE.

Vocational qualifications

Similar considerations apply to vocational qualifications at level 4 in the NQF. Those with NVQ4 will need additional credits at HE level 3 if they do not have other qualifications at degree level.

Appendix 3: Standards for Qualified Teacher Status – further advice for ITE partnerships in the design of programmes

Introduction

In 2017 the Welsh Government published its new professional standards for teaching and leadership. These standards are different from any previous models that have been used by the profession in a number of key ways. Firstly, they are underpinned by a set of values and dispositions that all teachers are expected to exhibit. Secondly they are developmental, with a common framework covering the whole of a teacher's career from qualified teacher status (QTS), to highly effective practice and including formal leadership. Finally they have been structured very differently.

There are five professional standards for teaching and leadership with a strong emphasis on pedagogy. They are:

- pedagogy (refining teaching; advancing learning; influencing learners)
- collaboration
- professional learning
- innovation
- leadership.

Each of these standards is divided into a number of different elements which allow the standards to be explored in greater depth, to assist with reflection and professional learning. Each element has a descriptor that exemplifies the application of each standard, including the evidence that is needed for the award of QTS. In judging student teachers' competence, partnerships will therefore in the future have to assess them against these 32 descriptors.

The aim of this appendix is to provide further advice to partnerships about the forms of provision they need to make available to student teachers if they are to demonstrate all the relevant descriptors. The structure of the advice broadly follows that of the standards model, though in some cases, in the interests of clarity, additional elements have been added; in other cases where there is overlap, advice on two different elements has been combined.

Although the advice is set out as a series of separate elements, it is important to emphasise that, like teaching itself, these need to be understood and used holistically. They are not intended to be used as a check-list of teacher competences. Rather, they are to be seen as an integrated framework covering the sorts of provision that partnerships will need to offer their student teachers if they are to meet the new professional standards at QTS level.

Finally, all of the standards are to be understood as contributing directly to the four purposes of the curriculum; through them students are also expected to develop and demonstrate their commitment to the overarching values and dispositions outlined in the standards model.

Pedagogy

Refining teaching... towards sustained highly effective practice

In this advice for partnerships, pedagogy is covered in three interrelated sections - refining teaching, advancing learning and influencing learners. Refining teaching, in particular, looks at organising learners and building learning habits and behaviours that meet the four purposes of the curriculum:

- to create ambitious capable learners

- healthy confident individuals
- enterprising creative contributors
- ethical informed citizens.

In that context, partnerships should include the following in their ITE programmes:

- understanding learning
- managing the learning environment
- assessment
- recording and reporting
- differentiation
- involving partners in learning.

Understanding learning

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as practical insight into how children and young people develop and learn. This should, inter alia, include:

- children's and young people's cognitive, social and emotional development
- how children and young people learn
- the factors that can promote or hinder effective learning including the impact of learners' backgrounds, identities, values and beliefs
- the need to provide for the holistic development of the learner
- the centrality of well being to effective learning.

Managing the learning environment

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as the practical skills needed to establish a caring, high quality learning environment that is focused on the four purposes of the curriculum. This should, inter alia, include:

- knowing and understanding the importance of positive teacher/learner relationships in the achievement of the four purposes of the curriculum
- understanding and using strategies that promote and maintain positive behaviour, in accordance with school policy
- having an awareness of learners' wellbeing; understanding and preventing bullying and negative peer pressure; and having knowledge of safeguarding issues and procedures.

Assessment

Partnerships should provide student teachers with opportunities to develop up-to-date theoretical knowledge and understanding as well as the practical skills needed to undertake and use assessment effectively. This should, inter alia, include:

- understanding, using and evaluating a range of formative and summative assessment strategies appropriate to the needs of all learners and the requirements of the curriculum
- systematically and critically engaging with assessment evidence to reflect on and refine teaching and learning and to inform planning
- communicating assessment information appropriately to learners, their parents/carers and teaching colleagues including learning assistants.

Recording and reporting

Partnerships should provide student teachers with the opportunities to develop up-to-date knowledge and understanding as well as the practical skills needed in order to record,

report and use assessment and other performance data effectively in their teaching. This should, inter alia, include:

- the recording of assessment and other performance data accurately and appropriately in accordance with school procedures
- using class and school data to identify strengths and future learning needs of learners
- communicating assessment and other performance data appropriately to learners, their parents/carers and teaching colleagues including learning assistants.

Differentiation

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as the practical skills needed to differentiate teaching and learning in ways that consider the needs and supports the progression of all learners. This should, inter alia, address the importance of:

- respecting the dignity of all learners
- demonstrating high expectations of all learners
- setting appropriate and challenging tasks for all learners
- understanding and using class and school performance data effectively in both planning and teaching.

Involving partners in learning

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as practical insight into the importance of involving parents, carers, other partners and stakeholders in the support of learning. This should, inter alia include:

- understanding the value of contributions by parents/carers and others to the achievement of the four purposes of the curriculum
- observing, rehearsing and evaluating appropriate skills for communicating with parents/carers and others.

Advancing learning... through effective application of subject knowledge and discipline

Advancing learning is the second section in the area of pedagogy. Advancing learning looks at the application of subject knowledge and the sustained embedding of the four purposes for learners. To that end, partnerships should address the following with student teachers: the four purposes of the curriculum; subject knowledge in areas of learning; blended learning experiences; real life, authentic contexts; progression in learning and cross-curricular themes.

The four purposes of learning

Partnerships should provide student teachers with the opportunities to develop the up-to-date theoretical knowledge, understanding and practical skills needed to embed the four purposes of the curriculum in their planning, preparation and teaching. This should, inter alia, include:

- knowledge and understanding of the rationale for the four purposes of the curriculum in Wales
- knowledge and understanding of appropriate curriculum requirements and their relevance to the four purposes of the curriculum
- experience of planning and delivering lessons and series of lessons designed to achieve the four purposes of the curriculum
- familiarity with curriculum requirements in preceding and subsequent stages of learning.

Exploiting subject disciplines in areas of learning

Partnerships should provide student teachers with the opportunities to develop the up-to-date theoretical knowledge, understanding and practical skills needed to exploit subject disciplines in areas of learning. This should inter alia include:

- developing secure knowledge of all relevant subject content
- knowing and understanding the most appropriate forms of pedagogical content knowledge relevant to teaching that subject content
- using this knowledge in planning and teaching for the achievement of the four purposes including cross curriculum learning
- deploying effective approaches to digital competence, literacy and numeracy in facilitating the achievement of the four purposes of the curriculum.

Blended learning experiences

Partnerships should provide student teachers with the opportunities to develop the up-to-date theoretical knowledge, understanding and practical skills needed to select, use and 'blend' a range of innovative teaching approaches. This should inter alia include:

- a wide range of pedagogical approaches
- a wide range of teaching and learning resources
- a wide range of settings (workshops, outdoors, theatre etc.) and digital technologies.

Real life authentic contexts

Partnerships should provide student teachers with the opportunities to develop the up-to-date theoretical knowledge, understanding and practical skills needed to select and use real life authentic contexts for learning as a natural part of the learning experience. This should inter alia include:

- the use of imaginative and creative planning to ensure connections and applications to the real world
- ensuring that those connections and applications are relevant and meaningful for learners.

Progression in learning

Partnerships should provide student teachers with the opportunities to develop the up-to-date theoretical knowledge, understanding and practical skills needed to plan for progression over time. This should inter alia include:

- understanding curriculum requirements for the relevant stage of learning as well as those of preceding and subsequent stages
- identifying and planning progression and next steps for the short/medium term
- evaluating how learning allows learners to build on prior knowledge and make progress towards specific learning outcomes
- using assessment and other school and classroom evidence effectively in planning for further progress.

Cross curricular learning and connections

Partnerships should provide student teachers with the opportunities to develop the up-to-date knowledge, understanding and practical skills needed to develop cross-curricular learning and connections, within and between areas of learning and experience. This should inter alia include:

- developing an understanding of the principles of curriculum design, including the contexts for learning, and curriculum development in Wales
- planning, teaching and evaluating cross-curricular learning experiences

- planning to make relevant, meaningful connections with other curricular areas of learning and experience
- understanding the ways that cross-curricular learning is addressed in other phases.

Influencing learners - building positive learning dispositions

The advice for partnerships with regard to student teachers influencing learners and building positive learning dispositions involves a multi-layered approach based on a trusting, respectful relationship between the student teacher and his/her learners: setting challenge and expectations for learners; listening to learners; providing opportunities for learners to lead the learning; encouraging learners' efforts and resilience; reflecting with learners and reflection by learners; raising learners' awareness of learning outcomes and how they affect their sense of well-being. In all the foregoing, the student teacher may engage with individual learners, with small groups of learners and/or with the whole class, as appropriate.

Challenge and expectations

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as practical skills needed to motivate and inspire learners. This should inter alia include:

- setting high expectations and explicit targets for learners
- using communication methods (questioning, explaining, modelling), including a variety of media, to motivate and sustain the progress of all learners.

Listening to learners

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as practical skills needed in listening to learners (at an individual, group or whole class level). This should, inter alia, include:

- providing opportunities for learners to become active participants in their own learning
- employing effective classroom talk to stimulate learner participation in debate and decision-making about what and how they learn
- listening and facilitating discussion on issues including those which are open-ended and complex, controversial or emotional.

Learners leading learning

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as practical skills needed in encouraging learners to reflect on their own learning. This should, inter alia, include:

- communicating the purpose of the learning and giving explanations at the appropriate level(s) for all learners
- encouraging learners to assess their own work over time and acknowledge improvement, based on evidence
- providing guidelines and opportunities for peer evaluation where learners look at and respond to each other's work, developing their skills of critical analysis.

Sustained effort and resilience in learners

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as practical skills needed in developing learners' self-motivation and self-direction. This should, inter alia, include:

- organising and managing effective learning environments where learners can develop the skills of independence and self-direction
- involving learners in setting learning goals and planning how these will be achieved

- motivating learners to be persistent and view problems as challenges, not obstacles, and ask for help, when needed
- discussing with learners how they experience enjoyment, personal fulfilment and a sense of well-being in their learning achievements.

Reflecting on learning

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as practical skills needed to encourage learners' reflection and evaluation around behaviours and outlooks for learning. This might, inter alia, include:

- how talking about learning helps learners consciously monitor and reflect upon what they are learning
- using a range of assessment for learning strategies to help learners reflect on and evaluate progress towards their learning goals.

Learning outcomes and well-being

Partnerships should provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as practical skills needed to raise learners' awareness of the interrelationship between learning and well-being. This should, inter alia, include:

- understanding the importance of learners' wellbeing for effective learning
- helping learners reflect and recognise that improvement in their learning increases their sense of well-being and gives them confidence in their ability to achieve more.

Collaboration

Collaboration is an essential part of a teacher's work. partnerships should provide student teachers with a range of opportunities to work collaboratively with others and to observe others working collaboratively, where feasible. During their school experience, student teachers will be influenced by the collaborative culture of the school. Partnerships should also lead by example in modelling a collaborative approach to their work. Programmes should, specifically, enable student teachers to develop incrementally in the following areas: seeking advice and support resulting in improvement for learners; working with in-school colleagues and the wider community and supporting and developing others.

Seeking Advice and Support and Enabling Improvement

Partnerships should encourage, model and provide opportunities for student teachers to benefit from advice from colleagues (teachers, tutors, classroom assistants, peers) in the interests of developing effective teaching and behaviour management. This might, inter alia include:

- team teaching
- joint planning
- adopting an enquiring approach to professional practice and engaging in professional dialogue
- showing a professional commitment to seeking, accepting and acting upon constructive advice when meeting a new challenge
- evaluating classroom practice
- reviewing plans based on evaluation data and consultation.

Working with in-school colleagues and supporting and developing others

Partnerships should provide student teachers with the knowledge, understanding and practical skills needed to work effectively with in-school colleagues and with members of the wider school community. This should inter alia include:

- developing high-quality relationships in the classroom and, as opportunities arise, in the wider learning community with colleagues, parents/carers and partner agencies for the benefit of all learners
- engaging where possible in the processes of curriculum development, improvement planning and professional review and development in the school
- actively participating in professional learning with others, engaging in group reflection, learning and practice
- sharing professional development and learning with colleagues to support improved performance and outcomes for all learners.

Professional learning

The advice for ITE partnerships with regard to student teachers' professional learning covers a range of issues including the need for student teachers to engage in wider reading and demonstrate an increasingly confident understanding of theory and research relevant to their day-to-day practice; to understand the place of small scale collaborative research (including action research/practitioner enquiry) in the development of practice; to understand and to use the Professional Learning Passport in the support of their own professional learning; and demonstrate the knowledge, understanding and practical skills needed to meet the requirements of the Welsh Language Strategy.

Wider reading and research

Partnerships should provide student teachers, inter alia, with opportunities:

- to read and engage critically with a wide range of relevant theory and research, relevant to their day to day practice in schools, including research about learning, pedagogy, assessment and child and adolescent development
- learn how to evaluate critically educational research and begin to make judgements about the quality of the research they read
- know how to access and apply relevant findings from educational research and use what they have learned to challenge and improve their practice
- understand the role of small scale collaborative research, including action research/practitioner enquiry, to the development of practice.

Continuing professional learning

Partnerships should require and support the use of the Professional Learning Passport by student teachers as a matter of routine. The passport should, inter alia, be used to:

- record and reflect on professional experiences and identify next steps for development
- record and reflect on feedback from others (tutors, mentors, peers)
- link theory to practice
- support and record the autonomous development of personal skills including skills of literacy, numeracy and digital competence
- demonstrate commitment to continuing professional learning.

Welsh language skills

Partnerships should provide opportunities for student teachers to acquire and demonstrate the knowledge, understanding and practical skills needed to meet the requirements of the Welsh Language Strategy including:

- incrementally developing their own personal skills in the use of the Welsh language
- promoting the use of the Welsh language
- facilitating the use of the Welsh language
- extend learners' skills and competence in the language
- emphasise the central importance of the Welsh language and work towards ensuring that the Welsh language is treated no less favourably than the English language.

Innovation

Developing new techniques and offering expertise

The partnership should encourage and support student teachers to:

- use what they have learned from reading and research, including their own research, to challenge and inform practice
- develop, apply and evaluate new teaching and learning strategies, being creative and taking risks where appropriate
- share good practice with colleagues and fellow students.

Evaluating the impact of changes in practice

The partnership should encourage and support student teachers to:

- gather data and understand the value of a range of data and other evidence in evaluating the impact of changes in practice
- understand how to interpret data and other evidence of learning outcomes
- think critically, analyse, and solve problems, as an individual and a member of a team
- engage with mentors, teaching colleagues, tutors and peers for support and advice to co-evaluate and reflect collaboratively on learning and teaching.

Leadership

Partnerships should aim to develop student teachers' leadership skills and positive attitudes towards leadership. They should provide student teachers with opportunities to assume leadership roles, as appropriate, and to observe others exercising leadership. The area of leadership, in the context of ITE, relates to: student teachers' awareness of their professional responsibility with regard to being organised and managing the learning environment for the benefit of all learners; the contractual, pastoral, health and safety, legal and professional responsibilities of teachers; leading learning through collaborative experiences in schools and in other contexts and observing and understanding the nature of responsibilities within and across teams.

Taking responsibility for self

Partnerships should encourage and expect student teachers to understand the importance of being professionally organised and managing the learning environment for the benefit of all learners. They should have opportunities to develop and demonstrate their commitment the principles of equity through:

- establishing positive relationships with learners, colleagues and where appropriate parents/carers, based on respect, fairness and a commitment to equity
- understanding the potential barriers to learning (cognitive, social, cultural, political, economic) and the contribution they can make, through effective teaching, to overcoming those barriers.

Exercising corporate responsibility

Partnerships should provide student teachers with knowledge and understanding of their contractual, pastoral, health and safety, legal and professional responsibilities as teachers. This should, inter alia, include a knowledge and understanding of:

- the structure and organisation of educational systems, particularly the Welsh education system
- the statutory framework and policy-making processes pertaining to education in Wales
- Wales' commitment to the United Nations Convention on the Rights of the Child (UNCRC) and its implications for learners' rights
- the aims, purposes and organisation of the sector in which they will be teaching and their professional and legal responsibilities within it
- the aims, purposes and organisation of other education sectors which may impact on learners' transition from one sector to another
- the nature of school culture and how it impacts on teaching and learning
- a teacher's position of trust in relation to learners and the wider community
- safeguarding and child protection procedures.

Leading colleagues, projects and programmes

Partnerships should facilitate the development of the student teacher's understanding of, and commitment to leading learning through collaborative experiences in schools and in other contexts. Student teachers should be encouraged and supported to demonstrate and model:

- qualities of personal professional practice which positively influence the practice of others including fellow student teachers, teachers, learning assistants and other adults.

Supporting formal leadership roles

Partnerships should provide opportunities for student teachers to observe and understand the nature of responsibilities within and across teams and the contribution individuals make towards the school's success. This should, inter alia, include opportunities to:

- develop an understanding of the school's ethos and vision
- observe and appreciate colleagues in their roles as educational leaders in the school
- develop an appreciation of the nature of responsibilities within and across departments and teams in the school
- contribute as appropriate to other areas of school life, e.g. through extra-curricular activities.

Appendix 4: Specialist primary phase ITE provision for ALN

Under legislation all ITE that awards QTS enables those teachers to teach across the range of maintained settings in Wales. Accredited ITE programmes and the award of QTS ensure that Wales' teachers are prepared to teach and support all learners, including those in mainstream settings with ALN, and special school learners.

While gathering stakeholder evidence to inform this iteration of the Criteria it became apparent that there were concerns around suitable ITE programmes for the special school sector. Welsh Government is committed to exploring these concerns and making recommendations on how best to address the issues identified. Our aim is to determine whether any changes are required in Wales ITE framework to meet the needs, and support the aspirations, of our learners with the most complex additional learning needs.

The reaccreditation process for existing programmes of ITE is due to begin in 2023, and the requirement for a robust, evidence led review to fully consider how we support learners in special schools requires two strands to our approach. The first will be to explore with experts and the special school sector their workforce needs and whether the current ITE system ensures high quality beginner teachers ready and able to teach in their settings, and fully meet the needs of their learners. The second is to introduce some temporary flexibility into the *Criteria for accreditation of ITE in Wales*. This will enable an exploration of evidence based, appropriate ITE that can enable teachers to work in primary schools (mainstream and special) with a level of ALN expertise.

ITE Partnerships are therefore invited to consider submitting pilot postgraduate primary programmes with an ALN specialism to EWC to accredit. Given the specialised nature of the proposed pilot programmes and the potentially small pool of both existing expertise and student demand in Wales, Partnerships may also wish to consider collaborating in the design, submission, and delivery of a pilot programme.

Should any programme be successfully accredited Welsh Government will consider the student teacher outcomes and feedback from schools, their learners, and our partners including the ITE Partnerships, Estyn, EWC, local authorities and school improvement organisations, alongside the work outlined above. ITE Partnerships considering submitting a pilot programmes under this appendix are invited to collaborate with Welsh Government on how best to evaluate the impact of the pilot programmes and inform the wider review.

There are no expectations on the potential outcome and recommendations; there are a broad range of options, some known, many likely yet unknown. It is possible that no change to the current system is recommended, and the pilot programmes withdrawn, through the range of possible options up to and including regulatory change for the qualifications required to work in maintained special school settings.

Special schools have been an important part of our ITE provision in Wales, during the ITE reforms and pandemic. Under the revised Criteria their involvement will continue to be invaluable, as they provide vital learning, experiences and expertise for our student teachers preparing to enter both mainstream and special school settings.

Recruitment: technical information for Partnerships

The national supply of teachers for the primary and secondary sector is managed via the Teacher Planning and Supply Model (TPSM). Presently the requirements of the special

schools' sector (as split by primary and secondary learner and teacher demographics) are incorporated into the model. No separate allocation is provided for special school teachers due to the small size of the number of both learners and teachers in those settings; a separate allocation would lead to high levels of volatility in the TPSM outputs annually rendering ITE provision in this area unsustainable.

Any primary with ALN programme accredited under these Criteria will be subject to the national level allocations provided to EWC by Welsh Government. Teachers qualified via these programmes would be awarded QTS and entitled to teach in any maintained primary setting and will therefore be part of the supply for the broader primary school workforce. EWC's programme allocations for any new primary ITE programme at an institution level would therefore not be in addition to the allocation for existing accredited postgraduate primary programmes provided by that Partnership.

Partnerships must carefully consider the sustainability of their existing primary programmes after any necessary reduction is applied before submitting any pilot programme for accreditation. EWC may decide to scrutinise the impact on existing primary programmes delivered by the Partnerships and, as per the accreditation process for the pilot programmes, request further information and evidence from the Partnership that 'traditional' primary programmes continue to meet their accredited status after the required reduction in numbers to deliver the additional specialist ALN primary programme.

The management of teacher supply for the special school sector and the use of the TPSM will form part of the work undertaken by the broader review of the ITE needs for special schools.

Criteria for a post graduate primary ITE programme with an ALN specialism

All ITE programmes for the preparation of teachers for the maintained sector awarding QTS must meet all the criteria for accreditation. However, the below reiterates specific criteria found in the main body of this document and outlines considerations, additions **and exemptions** required for the accreditation of the specific programmes to which this appendix refers.

Unless an exemption is specified below no programme will be accredited unless it meets all the required criteria detailed in this document.

Partner Schools

- All schools, including special schools and schools with ALN units, wishing to join a Partnership and deliver ITE must meet all the requirements, roles and responsibilities as set out within the Criteria.

School and HEI Responsibilities

- School and HEI staff with appropriate expertise in the ALN specialism the programme covers must be available to ensure student teachers can 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 ALN teaching practice elsewhere.
- The ratio of teaching staff to student teachers funded by the Partnership continues to be one full-time equivalent (FTE) member of teaching staff for every 15 FTE student teachers. In the case of this provision appropriate ALN specialist staff must be

distributed between HEIs and schools as appropriate to achieve the specified criteria, to cover provision, and student teachers.

Course design

For pilot programmes submitted under this appendix the following is advised:

- The requirement for no more than 20% of school experience undertaken outside a mainstream classroom environment **is disapplied**.
- For these pilot programmes Partnerships must ensure that no more than 50% of school experience is undertaken outside a mainstream classroom environment to ensure that student teachers are prepared to teach both in mainstream primary settings to learners with and without ALN, and specialist primary ALN environments.

Entry requirements and selection procedures

- All entry requirements and selection procedures remain extant and for the purposes of these programmes the entry requirements for primary continue to be applied.

Programme content

- ITE Partnerships must be clear in their submissions on the ALN specialism individual programmes cover. This could be, inter alia, neurodiverse learners (or specific aspects of neurodiversity) or deaf learners.

As such in addition to the requirements as set out under section 5.9 programmes should address topics covering the core professional and pedagogical studies which will draw explicitly on a range of theories, research, and other intellectual resources to develop student teachers' knowledge and understanding of the ALN specialism they are studying as it pertains to the age range (primary) they will be teaching.

Programme outcomes

- All Criteria and considerations related to *Section C: Programme outcomes* and the award of QTS remain extant.

Consultation questions

Question 1

- i. Do you work in or support the delivery of Initial Teacher Education? (if no continue to iv.)
- ii. If Yes in which type of setting / organisation do you work?
- iii. What is your primary role?
- iv. If you do not work in or support the delivery of Initial Teacher Education, in what capacity would you like to provide feedback?
- v. Are you providing feedback on behalf of an organisation or group?

Question 2

Have you read the Draft 'Criteria for Accreditation of Initial teacher education in Wales Consultation' document?

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?

If you have any comments related to your response, please use this space to elaborate

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?

If you have any comments related to your response, please use this space to elaborate

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?

If you have any comments related to your response, please use this space to elaborate

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?

If you have any comments related to your response, please use this space to elaborate

Question 7

Do you agree the inclusion of Appendix 4: Specialist primary phase ITE provision for ALN clearly outlines Welsh Governments aims to determine whether any changes are required in Wales ITE framework to meet the needs, and support the aspirations, of our learners with the most complex additional learning needs?

If you have any comments related to your response, please use this space to elaborate

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?

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.

Please use the consultation response form to respond to the above questions.