

NaPTEC

22nd September 2006

**QTS Standards, ITT requirements
and guidance**

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TDA Remit

- **Secure school workforce supply**
- **Improve training availability and take up**
- **Enhance school staff training and development**
- **Support change management**

A look into the future

- **Globalisation**
- **Technological change**
- **Changing schools**
- **Multi-disciplinary team working**
- **Knowledge of learners**
- **Personalisation of learning**
- **New professionalism**

Training and Development of the School Workforce

- **Six strands to the work:**
 - Strand I: Sept 05 – October 06 Review of standards for Classroom Teachers;
 - Strand II: Apr 06 – Dec 06 Review of ITT Requirements;
 - Strand III: Standards and requirements guidance
 - Strand IV: Apr 06 – Apr 07 Review of standards for Teaching Assistants;
 - Strand V: Sept 06 – Apr 07 Review of HLTA standards;
 - Strand VI: Review of Leadership standards (with NCSL)

The standards for classroom teachers: purposes of the review

- **To bring coherence and progression to the standards for:**
 - Qualified Teacher Status;
 - Induction;
 - Senior Teacher (Threshold);
 - Advanced Skills Teacher and
- **to develop standards for the Excellent Teacher Scheme**

Features of proposed QTS standards:

- **Reduced in number**
- **Professional attributes; professional knowledge and understanding; professional skills**
- **Every Child Matters**
- **Reflective practice and responsibility for own professional development**

Features of proposed QTS standards:

- **Personalised learning**
- **Use of statistical information**
- **Knowledge of *development***
- **Working with other adults / team working**

Requirements review - purposes

- **To ensure that the ITT requirements are up to date and fit for purpose**
- **To complement the review of the QTS and classroom teacher standards**
- **To acknowledge the current high quality of ITT provision**
- **To ensure that high quality is maintained and raised further throughout all aspects of provision, and for all training routes**
- **To clarify expectations and regulatory frameworks**

Proposals

Proposal 1:

That the ITT requirements are streamlined and organised into three sections: Entry Requirements; Training and Assessment; Management and Quality Assurance (the third section to include partnership requirements).

Outcomes

- **Generally welcomed the approach**
- **Concern about Ofsted interpretation**
- **In favour of reinstatement of reference to the partnership agreement**
- **Emphasised the need for clear and unambiguous guidance**

Proposals

- ***Proposal 2; Option 1: To retain the current GCSE equivalent entry requirements for mathematics, English and, in the case of primary entrants, science.***
- ***Proposal 2; Option 2: To require on entry that candidates have achieved a nationally recognised qualification in numeracy and literacy at level 2 of the National Qualifications Framework and additionally, for primary entrants, NQF level 2 in science.***
- ***Proposal 2; Option 3: To raise and/or extend the current GCSE equivalent entry requirement (for example to require the equivalent of grade B in mathematics and/or English, and/or to extend the range of subjects required e.g. to include ICT).***



Outcomes

- **Overwhelming support for option 1**
- **Convenient, clear and widely understood benchmark**
- **Some support for option 2 to establish consistency with HLTA standards**
- **Minority support for raising the grade expectation**
- **Almost no support for extending range of subjects required**
- **Guidance on equivalence requested**

Proposals

- ***Proposal 3***

That the requirement for candidates to be interviewed remains

Outcomes

- **Background: DfES consultation on a system of PQA; from 2008:**
 - No firm offers prior to mid January
 - Opportunity to change 'first choice' when A level results received (results a week earlier)
- **Universal support for retaining the interview**
- **Request for guidance on interviewing, particularly in the context of overseas applicants**

Proposals

Proposal 5 – option 1: That providers continue to be required to offer training across at least two consecutive key Stages

Proposal 5 – option 2: That providers are required to offer training across specified age ranges rather than curriculum phases

Outcomes

- **Division of opinion: greater flexibility welcomed by providers, not welcomed by schools**
- **Support for *consecutive* Key Stage training**
- **Increasing support for a more developed flexible model of consecutive age ranges**
- **Support for easing of difficulty in finding Key Stage one placements**
- **No consensus on EYFS and training for early years**

Proposals

Proposal 6 –

That the current ‘time in school’ requirement remains unchanged

Outcomes

- **Substantial majority in favour of retaining requirement unchanged**
- **Some argument for moving ‘time in school’ to guidance**
- **Some argument for *more* time to be spent training in school – articulation of a school-based model of training**
- **Quality as important as quantity**

Development of standards and requirements guidance

- **Non-statutory, and primarily web-based**
- **To set out aim and scope of each standard and requirement**
- **To provide exemplification**
- **To link to other sources of information and resources**
- **Published from May 2007**

Teacher Training Resource Bank:

Aims

- **Develop the Professional knowledge base supporting teacher education**
- **Increase range and quality of resources available**
- **Raise the status of teacher training research and knowledge**
- **Promote change: Research → Impact on Practice**
- **Personalised support service**



ttrb Teacher Training Resource Bank

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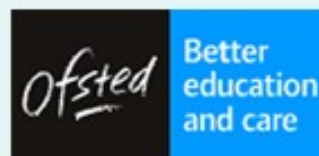
The TTRB provides access to the research & evidence base underpinning teacher education, and a range of other relevant materials.

Latest Resources

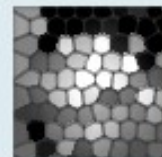


05/07/2006 - [NESTA Futurelab Literature Review in Languages, Technology and Learning](#)

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Hot Topics



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Features

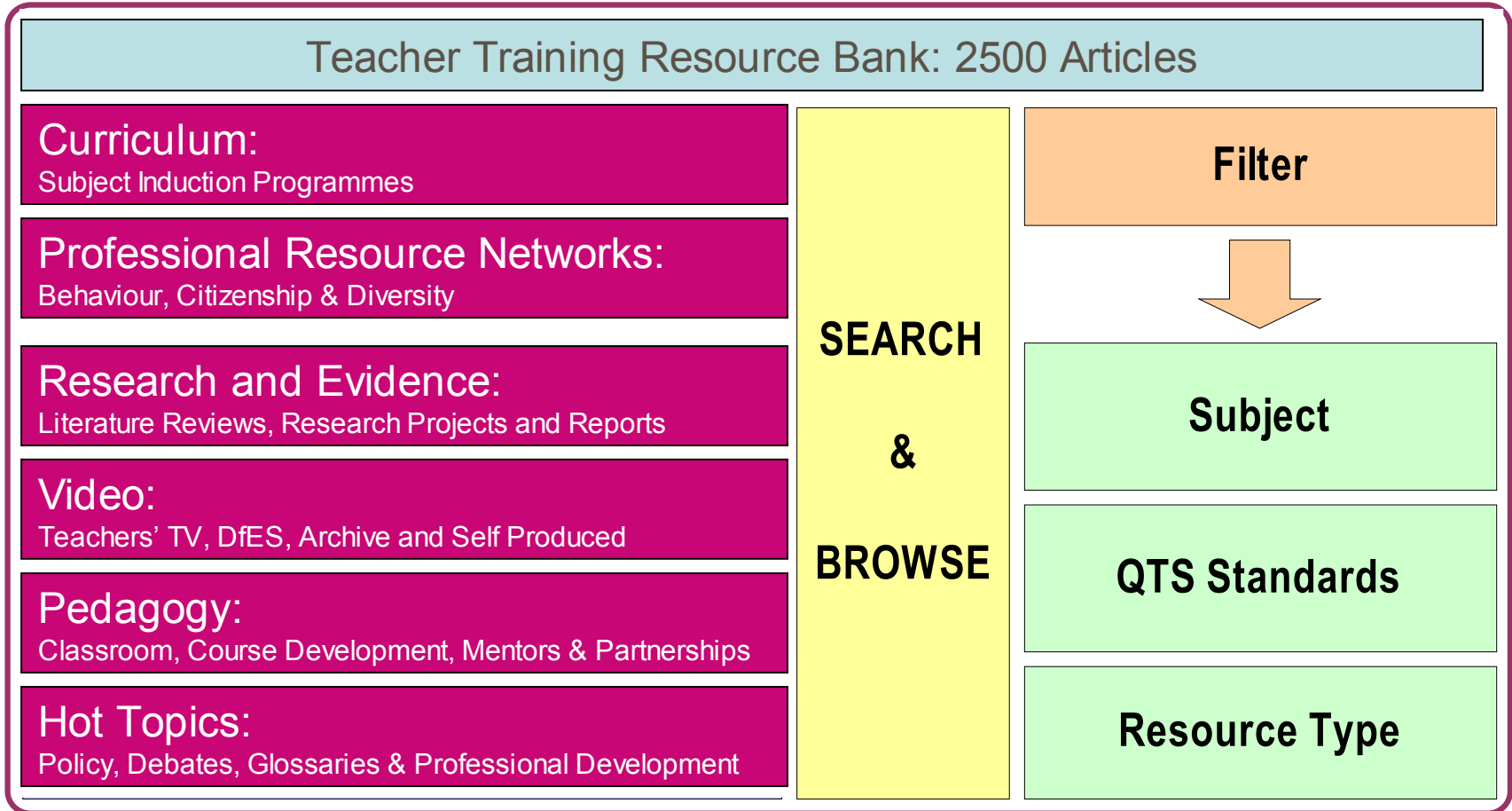


[A Systematic Review of the Characteristics of Effective Foreign Language Teaching to Pupils Between the Ages 7 and 11](#)

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Using the Resource Bank



Personalised Support

- **E-librarian**

Question and answer service for teacher education

Response within 48 hours

Answer will contain links to web-based resources including journals and education databases (e.g. British Education Index)

Search methodology used by librarian provided

Searchable bank of previously asked questions

Users must register with TTRB



Concluding remarks

- **New standards requirements and guidance represent evolution not revolution**
- **Implications for**
 - Courses / programmes
 - Trainers / professional development needs
 - partnership schools, and school-based tutors and mentors
 - inspection
 - reflective practice and practitioners
 - A changing future ...

**“If you always do what you always did,
you won't even get what you always got”**



“That’s the duty of the old”, said the librarian, “to be anxious on behalf of the young. And the duty of the young is to scorn the anxiety of the old”

Philip Pullman, His Dark Materials, p. 33

References and contact

- **Newby M (2005) *Looking to the Future*
Journal of Education and Teaching: 31:4**
- **www.ttrb.ac.uk**
- **Pullman P (1995); *Northern Lights***
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