

NaPTEC

21st September 2007

**Standards, skills and pedagogies;
preparing primary teachers for 2010.**

Jacquie Nunn

The consultation (i)

They are the usual claptrap written to make life impossible for teachers. Did we work in a moral vacuum before some fool wrote these `standards' - no all was pretty good. Just more bumf so some nonentity can have a check list to say you missed out on point 2.1 section 3 . All is madness.

The consultation (ii)

The government needs to disband your agency and all of you need to lose your jobs, you lot are useless. Teachers need to be left alone to do their job, not constantly interrupted by one of you idiots who want to trot out some asinine scheme or new development. GO AWAY!!!

The consultation (iii)

Knowledge, enthusiasm, love, experience, qualifications in the subject. Ability and experience of working with children. The above are the essential pre-requisites of anyone wanting to teach, or to teach teachers, or to advise teachers or government, or to write questionnaires and professional standards, or to be a `trainer'. Teachers and educators are born, not trained.

The consultation (iv)

Needs to have some reference to the community and local area served by the school...

...I would like to see a bit more from the 'every child matters' document. For example, the role of the teacher in the general care of the child, their responsibility towards providing a stimulating and enriched classroom environment.

The consultation (v)

I would like to see a standard that emphasises the need for teachers to promote values that help pupils adapt to our global/interdependent world. It needs words like 'tolerance', 'responsibility' and 'cooperation', both in the way teachers conduct themselves, but also in the behaviour they expect from their pupils. These values can be reflected not necessarily in terms of curriculum and subject learning, but about preparing students to participate in their communities

The consultation (vi)

Some could be more broadly framed to allow for the developing nature of teaching and professionalism. With more on a commitment to (shared) responsibility for continuing development. Maybe not so much more, but a way of highlighting the move to inter-professionalism.

The consultation (vii)

I believe that this needs to be developed and defined to include awareness of teaching with 'Learning Platforms' including Personal Online Learning Spaces and the use of mobile technologies. I believe there is a similar need to place greater emphasis on effective teaching with new technologies, use of digital libraries, re-useable content etc.

Factors informing policy change

- **Globalisation**
- **Technological change**
- **Changing school environment**
- **Multi-disciplinary team working**
- **New focus on knowledge of learners**
- **Personalisation of learning**
- **The `new professionalism`.**

Who are the agents of change?

- **Government agencies:**
 - **NCSL**
 - **Training and Development Agency**
 - **QCA**
 - **Ofsted**
- **Universities, colleges, schools, LA's, voluntary organisations working in partnership**
- **Social partnership**
 - **Unions and professional associations (WAMG)**

The changing face of teaching

- **Diversity (FE / HE / early years / primary / secondary / independent / maintained sector)**
- **Demographics of teaching:**
 - **Past (1975)**
 - 5% of the cohort in HE
 - 'Careers for life'
 - **Present (2007)**
 - Social and global mobility**
 - Mass participation in HE**
 - Changing age profile of entrants to teaching**
 - **Future (2025)**
 - Nature of schools / learning and teaching**
 - Impact of ICT**
 - Personalisation of learning**

The Children's agenda

Q5: Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.

Q18: Understand how children develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences

Q21: (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support



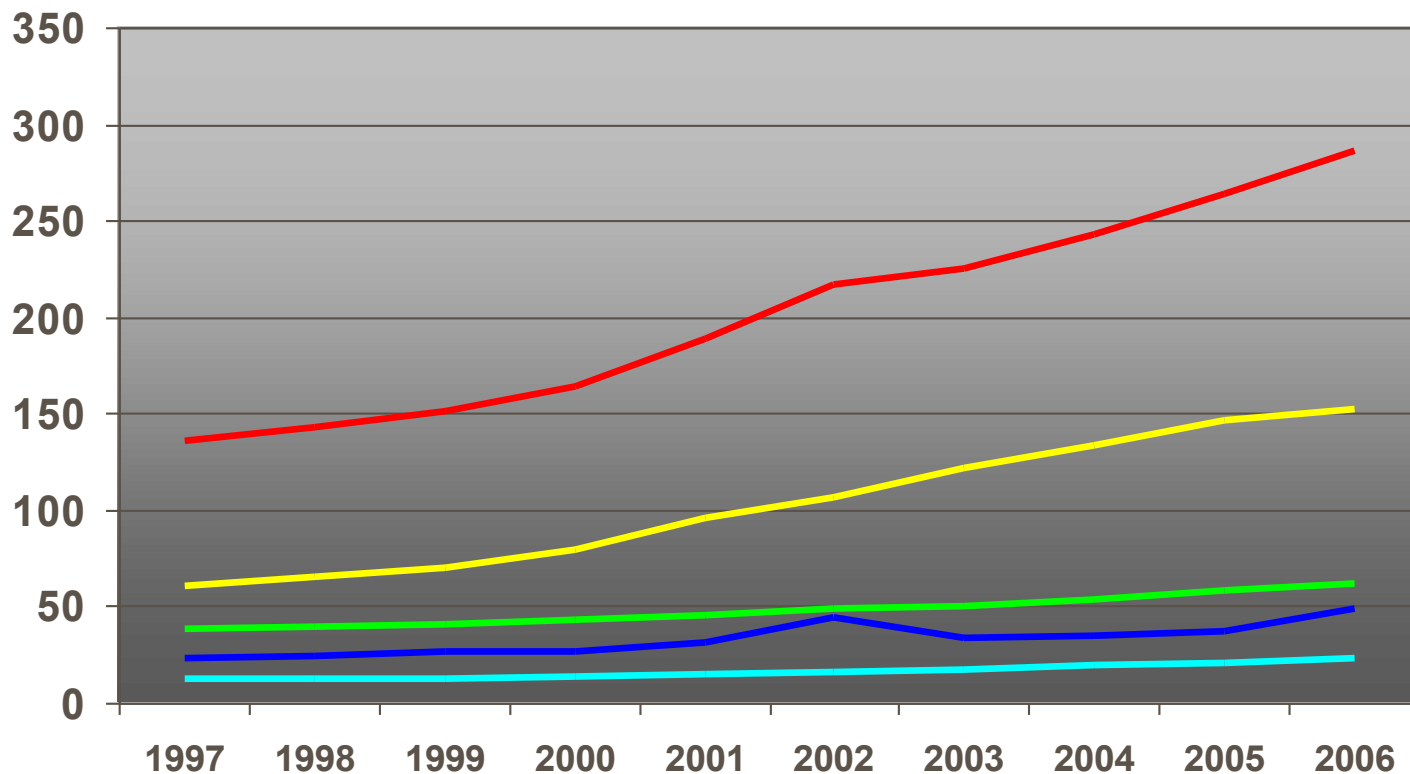
Every Child Matters – points to consider

- What different training opportunities do we need to provide?
- How can we work towards equitable school-based experiences?
- What are our training and development needs?

Different schools: a changing role for teachers

- Remodelled schools
 - **School change teams**
 - **Changing school workforce roles**
 - **Extending schools**
- Remodelled workforce
 - **Teacher focus on teaching and learning**
 - **Support staff both in the classroom and the wider school community**
 - **Other professionals, including those from multi-agency teams**
 - **Parents and carers**

Numbers of support staff are growing – and becoming a greater proportion of the workforce



Roles are becoming increasingly diverse

15,000 with
HLTA status

42% more
teaching
assistants

33% more
bursars

28% more
technicians



Workforce reform

Q6: Have a commitment to collaboration and co-operative working

Q20: Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Q32: Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Q33: Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Workforce reform: points to consider

- What opportunities do trainees need to work collaboratively with colleagues?
- What does successful team working and collaboration look like?
- What do trainees need to know about changing / reforming schools?
- How might HEI / schools partnerships change to reflect the new circumstances in schools?

Personalised learning

“Put simply, personalising learning and teaching means taking a highly structured and responsive approach to each child’s and young person’s learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning”.

Personalised learning is...

- **learner-centred ...**
- **knowledge-centred ...**
- **and assessment-centred**

(Gilbert – 2020 Vision Report)

Personalised learning

Q10: have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential

Q13: Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment

Q19: Know how to make effective personalised provision for those they teach, including those for whom English is an additional language, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Personalised learning – points to consider

- How do the key features of personalised learning (AfL, differentiation, engagement of parents/carers, learner focus/choice, one-to-one mentoring) map against the standards?
- What does assessment evidence look like?
- How can training programmes model the principles of personalised learning?

New professionalism

“Workforce reform will usher in a new professionalism for teachers, in which career progression and financial rewards will go to those who are making the biggest contributions to improving pupil attainment, those who are continually developing their own expertise, and those who help to develop expertise in other teachers...” (Five Year Strategy)

Teacher new professionalism

- Maintaining and improving professional practice
- Professional development integral to teacher's everyday life
- Better teachers better able to support learners
- Job satisfaction
- Career progression

Personal professional development

Q7: (a) reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

(b) Identify priorities for their early professional development in the context of induction

Q8: Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified

Q9: Act upon advice and feedback and be open to coaching and mentoring

New professionalism – points to consider

- **How can we support trainees to:**
 - Identify their developing professional needs?
 - Develop skills of reflection, self-review, creativity and critical thinking?
 - Critically appraise new developments and innovation?
 - Collaborate with others to support their own development?

Subjects, the curriculum and pedagogy

Q14: Have a secure knowledge and understanding of their subjects / curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained

Q15: Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the national Strategies, for their subjects / curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained

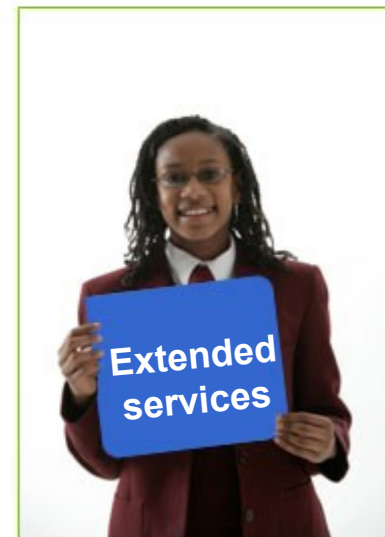
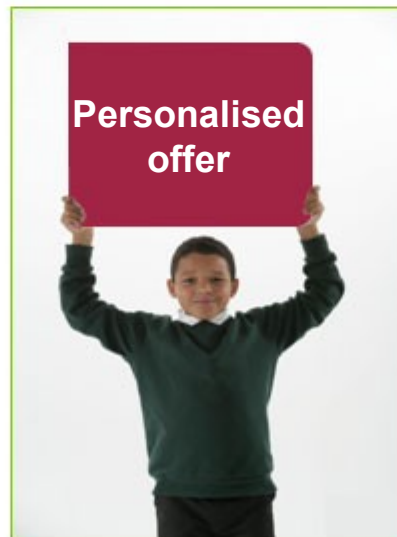
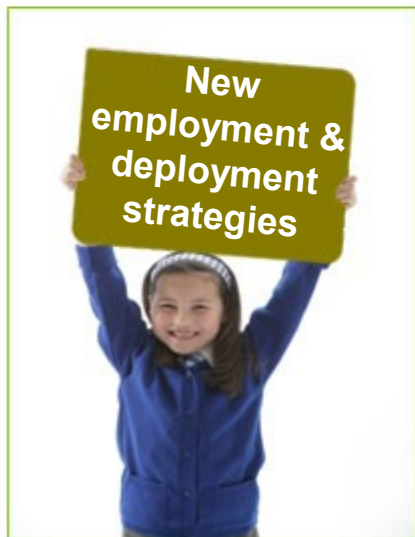
Subject and curriculum expectations – points to consider

- What is the pedagogical subject knowledge that trainees need to acquire?
- What does ‘secure knowledge and understanding’ look like?
- What are the realistic expectations of subject knowledge development and teaching for primary trainees?

Changes to the standards

- Representation of subjects / curriculum and pedagogy;
- Managing learning and teaching through the work of others;
- Collaborative working and extended schools;
- Using data to inform planning and teaching;
- Personalisation of learning;
- QTS as the first step on the journey.

Modernised schools will share some characteristic features



TDA's role has focussed on supporting schools and local authorities to build capacity and capability to meet the challenges of modernisation

Drivers

- Change in nature of school workforce in last 5 years – now 60:40 split between teachers and support staff
- Diverse range of professionals to support extended services
- 14-19 will further expand workforce range

Workforce diversification

TDA support

Multi-agency working

Drivers

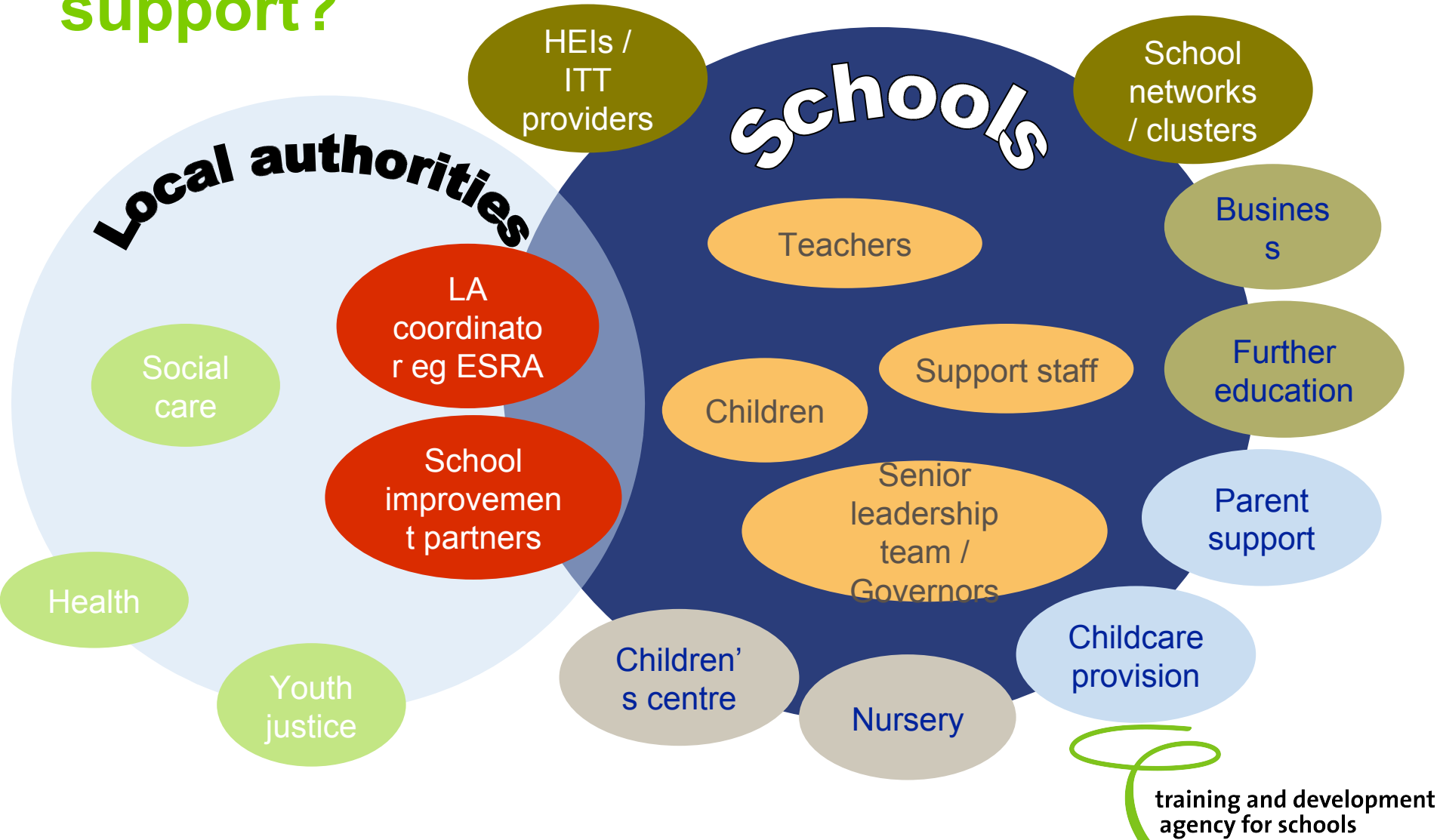
- Schools as key delivery agents of ECM
- Local authority reorganisation into Directorates of Children's Services

TDA Activity

- New Standards, qualifications and career pathways for wider school workforce
- New Standards for teachers and support for new performance management arrangements
- Wider workforce development strategy; CPD national priorities
- Support for ITT providers

Whole school workforce training & development

As schools are being asked to do ever more, are we offering them the right support?



If the `professional craft knowledge' of teachers is in itself in transition, then what are the implications:

- for ITE as the first step on the continuum of professional development;
- for the role of research in ITE;
- for partnerships (glass walls within schools / `bridging' the school & HEI experience);
- for the role of the teacher educator;
 - training (and education) and development
 - recent and relevant
- for the ITE sector as a whole.