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

# Consultation response form

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Organisation USCET

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Responses should be returned by **5 January 2023** to:

Initial Teacher Education Branch

Pedagogy, Leadership and Professional Learning Division

The Education Directorate

Education, Social Justice and Welsh Language

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

or completed electronically and sent to: [ITEducationAddysgGA@gov.wales](mailto:ITEducationAddysgGA@gov.wales)

**Question 1**

1. Do you work in or support the delivery of initial teacher education (ITE)?

(If no continue to iv.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes** |  | **No** |  |

1. If Yes, in which type of setting/organisation do you work?

|  |  |  |  |
| --- | --- | --- | --- |
| ITE partnership – HEI |  | Local authority |  |
| ITE partnership – primary school |  | Regional consortium |  |
| ITE partnership – secondary school |  | Regulatory body (including inspectorates) |  |
| ITE partnership – through school |  | Government |  |
| ITE partnership – special school |  | Other (please specify)  Representative body for ITE providers |  |

1. What is your primary role?

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher education/student teacher mentor – HEI-based |  | Induction/NQT support officer |  |
| Teacher educator/student teacher mentor – school-based |  | Inspector |  |
| ITE partnership leader – HEI |  | Accreditation monitoring official |  |
| ITE partnership leader – lead partner school |  | ITE partnership leader – partner school |  |
| Other (please specify) |  | Executive Director |  |

1. If you do not work in or support the delivery of ITE, in what capacity would you like to provide feedback?

|  |  |  |  |
| --- | --- | --- | --- |
| Parent/carer |  | Professional associations including education workforce unions |  |
| Child or young person (under 18) |  | Third sector |  |
| Adult (not a parent or carer) |  | Training provider |  |
| Student teacher |  | Government |  |
| Newly qualified teacher |  | Student/academic |  |
| School teacher (not currently working as a teacher educator) |  | Headteacher (not currently involved with an ITE partnership in Wales) |  |
| Other (please specify) |  |  |  |

1. Are you providing feedback on behalf of an organisation or group?

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes** |  | **No** |  |

If 'yes', please specify.

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| **USCET Cymru** |

**Question 2** – Have you read the ‘Refresh of the Criteria for the accreditation of initial teacher education in Wales’ consultation document?

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes** |  | **No** |  |

If you have selected ‘No’ we recommend you read the document before continuing with the response form.

**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?

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| --- | --- | --- | --- | --- | --- |
| **Agree** |  | **Disagree** |  | **Neither agree nor disagree** |  |

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

|  |
| --- |
| **The content of this section is helpful and clear in that it explains the vision of the teachers Wales needs and the implications for ITE. This will help ITE partnerships to review and adjust their programmes and ensure compliance. Clearly defining the sources of professional knowledge and explaining why these are important aspects of learning to teach is also helpful. The articulation of how to make this happen is very clear and helpful too, especially as it delineates the implications for schools, HEIs and working in partnership.** |

**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?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Agree** |  | **Disagree** |  | **Neither agree nor disagree** |  |

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

|  |
| --- |
| **The addition of section 4.1.1 – the role of ITE in a research engaged profession is particularly helpful because of the emphasis it gives to the importance of research and expectations for ITE partnerships. The description of the experiences that student teachers should be exposed to in section 4.2 is very helpful and reflects the priorities for education in Wales. We particularly welcome the references to school-based teacher educators having protected time to undertake their ITE-related responsibilities. The continued distinction between school-based and HEI-based staff and requirements is helpful and removes any uncertainty arising from the original criteria. The detail around requirements for the Welsh language, whilst demanding, are clear and understandable.** |

**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?

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| --- | --- | --- | --- | --- | --- |
| **Agree** |  | **Disagree** |  | **Neither agree nor disagree** |  |

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

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| --- |
| **We are very pleased that students on mainstream programmes may undertake school experience in a special school or ALN unit, although we think that the 20% cap on this is potentially restrictive and might be reviewed. This is desirable in itself and will also help to expand placement opportunities and capacity and increase recruitment. The new wording and content is also welcome. Again, an explicit section on meeting the need of learners with ALN is welcome and reflects the priorities for education in Wales.** |

**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?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Agree** |  | **Disagree** |  | **Neither agree nor disagree** |  |

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

|  |
| --- |
| **The section on standards for induction (6.2) is helpful as it makes it explicit how ITE partnerships and those responsible for induction can work together to support student teachers in the transition from QTS to induction and beyond. Emphasising the importance of reflective practice is also most welcome. The updated glossary adds clarity and removes potential for confusion and different interpretations across and within partnerships.** |

**Question 7** – Do you agree that the inclusion of ‘Appendix 4: Specialist primary phase ITE provision for ALN’clearly outlines Welsh Government’s aims to determine whether any changes are required in the Wales ITE framework to meet and support the requirements and aspirations of learners with the most complex additional learning needs?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Agree** |  | **Disagree** |  | **Neither agree nor disagree** |  |

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

|  |
| --- |
| **This section is very clear and helpful. Thee are however concerns around financial viability and sustainability due to reductions in allocations and also concerns about the application of the TPSM model generally, although these are not criteria-related. USCET stands ready to discuss these in more detail with WG colleagues.** |

**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?

**Supporting comments**

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| --- |
| **The refreshed criteria convey the intention to support Welsh Government’s vision for one million speakers by 2050. The additional detail is very clear and helpful. However, the challenges of increasing the number of Welsh speakers in Wales and Welsh medium recruitment remain and it is everyone’s responsibility to make a positive contribution in these areas, not just that of ITE partnerships.** |

**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.

**Supporting comments**

|  |
| --- |
| **No suggestions at present, but happy to discuss further.** |

**Question 10** – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

|  |
| --- |
| **None at this stage.** |

|  |  |
| --- | --- |
| Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: |  |