

Review of Initial Teacher Training in Wales - Recommendations and Welsh Government response

	Recommendation	Key stakeholders	Response
1.	That the Department for Education and Skills appoint a senior adviser with specific responsibility for ITT, who will play a key part in providing leadership in policy advice and in raising ITT standards with all providers.	Welsh Government	Agree – this would reinforce the strategic leadership of the ITT sector and improve the quality and consistency of ITT provision across Wales. The expert adviser will have experience in teacher training and development and will ensure focus and drive, to facilitate improvement across all of the report recommendations. Further details will be announced shortly.
2.	That Estyn and HEFCW collaborate more closely in following up inspection, in order to secure from ITT providers, and the collaborating HEIs, a stronger commitment to changes that will quickly strengthen the local leadership and quality of each ITT Centre. (linked to benchmark 12)	Estyn, HEFCW and ITT centres	Agree – the proposed senior adviser will work to encourage greater collaboration within ITT Centres leadership teams, brokering change and strengthening and building capacity to raise quality and standards in ITT. Seeking improvements following recent Estyn inspection reports where leadership has been deemed to need improvement by encouraging greater collaboration between all parties concerned and build on the arrangements already in place. Subject to full consultation we will also consider introducing changes to the current statutory Accreditation Criteria which will require regular re-accreditation process for all providers of ITT and consider introducing

			<p>specific requirements which will require ITT centres to publish action plans following inspection reports and thematic reports within a set timeframe.</p> <p>We will expect Estyn to continue to undertake annual monitoring visits and undertake any post-inspection visits as required and to consider publishing these reports on their website.</p>
3.	<p>That the Department for Education and Skills and HEFCW discuss contingency plans for reallocating trainee numbers in the case of continued under-performance, either in individual ITT Centres or by the sector as a whole.</p>	WG, HEFCW	<p>Agree in principle - We will encourage HEFCW and the ITT Centres to consider focusing their provision more strategically, in particular to make courses viable, ensuring that appropriate staff are deployed to deliver courses.</p> <p>We will consider with HEFCW what steps should be undertaken to reallocate ITT intake numbers should recommendations for improvement not be met, or in the event of continued unsatisfactory performance.. We will consider our approach in more detail once the Estyn inspections of all three ITT Centres have been completed.</p>
4	<p>That ITT providers review their training models and pedagogic models, to make sure that trainees receive clear and consistent guidance on how they should organise teaching and learning in their subject(s) and phase(s).</p> <p>(linked to benchmark 10)</p>	ITT Centres	<p>Agree – the proposed senior adviser will facilitate change to address weakness in these areas and work with ITT Centres to provide guidance and support in their reviews of their adopted training models and share best practice, encouraging the sector to take account of the best practice emerging from schools.</p>

5.	That a national network of Training Schools be established – based on providers’ recommendations and starting with a small number of highly committed schools – in order to give recognition to those schools that are already playing a major part in ITT and to create a network for policy-makers and providers to consult, and collaborate with, in improving school-based practices.	WG, ITT Centres	Agree in principle – rationale and purpose to be clarified via debate with the sector led by the senior adviser. Further work is needed to agree how Training Schools would be identified and the potential costs of implementation. We will also encourage the ITT Centres to carry out survey work with all their partnership schools and publish findings including examples of best practice on their respective websites. ITT Centres will identify exemplar partnership schools.
6.	That ITT Centres consider joint appointments in priority subjects and adopt common performance management approaches for all their staff that set high standards and ensure every tutor is appraised annually of their strengths and areas for improvement, and actively supported in their own continuous professional development. (linked to benchmark 6)	ITT Centres	Agree in principle – the proposed senior advisor to work with ITT Centres, taking account of institutional autonomy, to broker agreement to implementation, support joint working arrangements and share good practice.
7.	That in the planned review of the Practising Teacher Standards, the standards for QTS, for induction and for making progress in the first three to five years of teaching be drafted and aligned so that they provide a clear path to guide teachers’ early career progression. (linked to benchmark 7)	WG and the education sector	Agree – evaluation of the effectiveness of the new Practising Teacher Standards will include a review of the QTS standards alongside other standards.
8.	That ITT Centres take urgent steps to strengthen research engagement among tutors and trainees so that teaching and teacher training are strongly influenced by practical, scientific inquiry methods. (linked to benchmark 8)	ITT Centres and HEIs	Agree – the new Masters in Education Practice focuses very strongly on this approach. The proposed senior adviser and officials leading on the Masters could work in partnership with the sector to embed this change in ITT.

			ITT Centres will be required to develop research capacity and knowledge using relevant expertise within departments in the institutions. Opportunities to engage with WISERD will also be encouraged to address how research capacity issues can be addressed.
9.	<p>That the Welsh Government more actively promotes teaching as a career choice for the very best graduates and career changers, ensuring that the profession continues to reflect the community it serves in Wales, and takes steps whenever possible to improve the career path for high performing individuals.</p> <p>(linked to benchmark 9)</p>	WG	<p>Agree – until 2012 recruitment and marketing activity was carried out by the then Training and Development Agency for Schools (TDA) on a joint England and Wales basis. We will consider the most effective marketing approaches utilising both in-house marketing expertise and external sources to raise the quality of applicants entering ITT. We will also ensure that those groups currently under represented in teaching are encouraged into the profession to ensure that the teaching workforce is reflective of local communities.</p> <p>School Teachers Pay and Conditions are not devolved to Wales so there are certain constraints; however, we have developed and introduced robust performance management arrangements as part of the wider Practice, Review and Development process for practising teachers and future leaders that will help to address this part of the recommendation by ensuring appropriate professional development experiences are available.</p>

10.	<p>That teacher training incentives be maintained as a flexible measure that can be adjusted annually to encourage high performing candidates in specific areas of need.</p> <p>(linked to benchmark 9)</p>	WG	<p>Agree – we currently target incentives toward those candidates looking to teach priority recruitment subjects and those with the highest degree classifications. We will consider our approach based on the evidence of the effectiveness of existing incentives and current budget constraints.</p>
11.	<p>That the Welsh Government conveys to schools the simple and straightforward message that continuous involvement in ITT is an expectation of all good schools and of all schools aspiring to be good.</p> <p>(linked to benchmark 12)</p>	WG, ITT Centres, Estyn	<p>Agree - we agree that schools should be encouraged to be involved in the provision of ITT and will be actively reinforcing this message. We will discuss with Estyn how we can build on the judgment on partnership work made during school inspection in raising standards to help identify and disseminate best practice.</p>
12	<p>That the Welsh Government reinforces the message to schools that it expects them to have strong professional development systems and practices in place which cause teachers to be active and effective in developing their skills, year on year, and that in school inspections, Estyn more critically examines how schools take direct measures to enhance teachers' quality and skills.</p> <p>(linked to benchmarks 4, 11 and 12)</p>	WG	<p>Agree – We have already introduced Practice, Review and Development (PRD) arrangements that provide an integrated system of professional standards, performance management and professional development to support teachers to improve their practise. Proposals to ensure that staff development plans are included within school development plans are also in hand.</p> <p>Estyn has already strengthened school inspection guidance to include an evaluation of professional development. We will discuss with Estyn how the self-evaluation toolkits might make reference to the PRD arrangements and other leadership development programmes as</p>

			appropriate.
13	That a regular cycle of ITT inspection be maintained and with heightened expectations regarding the publication of action plans and the introduction of measures to remedy weaknesses. (linked to benchmark 12)	Estyn	Agree - This forms part of the new Estyn inspection framework. Estyn will continue to carry out monitoring visits outside the formal inspection visits. The senior adviser will offer support to providers in developing and implementing their action plans.
14	That ITT Centres collaborate through UCET Cymru and with other key stakeholders to identify the key performance data that they can share, in order to provide cross-Wales benchmarks that help track trainees' progress and reveal relative strengths and weaknesses in school and ITT Centre provision. (linked to benchmarks 12, 13 and 14)	All	Agree – the senior advisor will take this work forward in collaboration with the wider ITT sector as appropriate.
15.	That ITT Centres share their improvement plans and agree measures that will collectively, as well as individually, help them set higher expectations for the progress of ITT provision in Wales towards greater consistency and quality. (linked to benchmark 13)	ITT Centres	Agree – the senior advisor will be involved in facilitating the sharing of best practice between the ITT Centres and encouraging a partnership approach, supported by effective self-evaluation systems, across Wales.

NB: The reference to ITT providers in the report in the main refers to the three regional ITT Centres and the recommendations should be considered accordingly, The Open University also offers postgraduate ITT courses in Wales and some of these recommendations will apply equally to that provider and employment-based teacher training providers as appropriate.