Criteria for the accreditation of initial teacher education programmes in Wales

Teaching tomorrow's teachers

Guidance

Welsh Government circular document no: 002/2023
Date of issue: May 2023
Replaces circular no: 001/2018

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Audience

Initial teacher education (ITE) Partnerships including higher education institutions (HEIs) and maintained schools in Wales; Education Workforce Council (EWC) Teacher Education Accreditation Board; the Higher Education Funding Council for Wales (HEFCW); the Universities and Schools Council for the Education of Teachers Cymru (USCET Cymru); Estyn; student teachers on ITE programmes; all those considering ITE; local authorities; consortia; professional associations and teaching unions; central government education departments; other interested parties.

Overview

This document sets out the quality requirements for the provision of ITE. To support those involved in ITE to understand the requirements of the accreditation criteria. Its aim is to ensure that ITE provision in Wales is consistent, high quality, supports the improvement of the education sector in Wales and that scope is given for creativity and innovation.

This document will be reviewed between 2026 and 2027 to support the ongoing quality improvement of ITE programmes in Wales as per the independent accreditation process conducted by the Teacher Education Accreditation Board in EWC.

Action required

This document is relevant to anyone involved in ITE, including student teachers, ITE partnerships and those who employ and support newly qualified teachers (NQTs). All those directly involved in ITE and the planning of courses should have access to it and be aware of the statutory background.

Further information

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Additional copies

This document can be accessed from the Welsh Government's website at
Initial teacher education programmes: accreditation criteria | GOV.WALES

Related documents

Teaching Tomorrow's Teachers by Welsh Government (2015)
A Flying Start: Improving Initial Teacher Preparation Systems by OECD (2019)

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Ministerial foreword

The vision for initial teacher education (ITE) in Wales is that schools and higher education institutions (HEIs) have equal roles in offering the balance of theoretical and practical input to ensure a high-quality learning experience for our future teachers. A high quality teaching workforce requires a high quality ITE offer to attract capable and ambitious graduates into the profession.
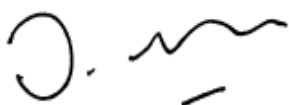
Since the ITE reforms began the teaching profession across our schools and HEIs have worked hard and creatively to design and deliver new school teacher qualifications with Qualified Teacher Status for their students. They have embodied the ambition for initial teacher education in Wales, as outlined in Teaching Tomorrows' Teachers, by working in genuine partnership to prepare student teachers to enter the profession through, and despite, the challenges of the COVID-19 pandemic.

The Criteria for the accreditation of initial teacher education programmes in Wales continue to make clear our expectations and requirements of ITE Partnerships. These continue to be:
- An increased role for schools
- A clearer role for Higher Education Institutions
- Joint ownership of the ITE programmes
- Structured opportunities to link school and HEI learning
- The centrality of research.

Our teaching workforce is critical to the success of our education reforms with Curriculum for Wales at the centre. In Wales we believe teaching is a highly practical and robustly intellectual endeavour and high quality ITE programmes are vital to equip teachers for their own lifelong learning journey in a continually changing world. As that first step our ITE programmes ensure 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 with high standards and aspirations for all, across the diverse school contexts in Wales.

My goal is to ensure that Wales continues to develop a reflective, enquiring, and collaborative education profession, and a culture of mutual responsibility in relation to professional learning. The Criteria renew and strengthen the responsibilities of schools and HEIs to secure the quality of our ITE provision for student teachers with Wales' teacher educators possessing the key role for ensuring our teachers of tomorrow.

Jeremy Miles MS

Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

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, balanced, and bilingual education. In a purpose-led curriculum that underpins the shared vision and aspiration for every child and 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 child and 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 curriculum. Our new ITE system is the culmination of several interconnected and interdependent reforms of the last five years; our new curriculum, [Cymraeg 2050](#) and the [Welsh language competency framework for education practitioners](#), the new [Additional Learning Needs (ALN) system](#), the reforms to the [professional standards](#) (including the Qualified Teacher Status (QTS) descriptors), the [professional learning journey](#), improvements to student finance and the regulatory changes for the accreditation of ITE.

Professor Furlong's report *[Teaching Tomorrow's Teachers'](#)* (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](#)* (Welsh Government, 2015), setting out the vision for developing the teachers that would be needed in Wales to deliver our aspirations.

Published in 2017, [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 (OECD, 2012), (BERA:RSA, 2014). As the 2019 OECD review into Wales ITE system highlighted (*[ITE programme accreditation in Wales as a means to strengthen research-informed initial teacher education programmes](#)*), 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' is a strength.

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 bilingual teaching profession and supports Welsh Government's long-term priorities.

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, bilingual 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 awarded, 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.' (2019:135, *A Flying Start: Improving Initial Teacher Preparation Systems*). 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 period 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, *Teachers' professional learning study: Diagnostic report for Wales*) and is underpinned by the Professional Standards for Teaching and Leadership.

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 bilingual profession that is:
- high-quality, collaborative, and driven by a deep understanding of pedagogy and discipline knowledge
- 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 leaders 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 programmes in Wales

The aim of the *Criteria for accreditation of initial teacher education programmes 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 teaching 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, Coleg Cymraeg Cenedlaethol, 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 for school in Wales – mainstream and special, Welsh medium, English medium, and dual language schools. They are intended to be appropriate for both full and part time ITE qualifications. Where Partnerships are considering developing new types of ITE qualifications (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 an 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 should 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 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* (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 arrangements
- new school improvement arrangements
- a new legal framework for identifying, planning for, and meeting the needs of ALN learners
- the need to increase Welsh medium and bilingual provision as part of the long-term approach to achieve the Cymraeg 2050 ambition of creating a million Welsh speakers
- an increased emphasis on supporting the well-being of all learners and a new recognition of the importance of anti-racist learning and teaching
- an increased emphasis on collaboration between schools
- the developing culture in schools of evidence informed and enquiry engaged practise
- community engaged schools tackling the impact of disadvantage, poverty, and inequity on attainment.

All these changes have implications for what it will mean to be a teacher in Wales in the coming decades. 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 curriculum in ways that are right for their particular learners; it is teachers and schools that have a key role in developing appropriate assessment arrangements. 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 Professional Standards for Teaching and Leadership. 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, based on a common understanding of what teaching involves.

In designing their programmes, Partnerships will need a clear understanding of what should 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 should 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 require additional support; 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 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' observation of the learning environment, helping them 'see' the complexities of what is involved
- engaging in joint planning
- engaging in joint teaching
- 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 practice in the learning environment.

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 lessons to meet the needs of their learners. 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 the structure of knowledge in the subjects/area they are teaching so that they can disaggregate key concepts and reconstruct them in different ways 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 should 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, 2015, *A review of 'research-informed clinical practice' in Initial Teacher Education*) 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.

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' (Department for Children, Schools and Families, 2008) or 'learning rounds' (City et al, 2009), 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 - should 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.

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 should be led by a 'Partnership', that is an HEI working in close collaboration with a number of 'Lead Partner Schools'. This collaborative partnership should 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 a 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 setting of the learning environment.

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. The 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 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.

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 show and justify:

Collaboration: Leadership, management, accountability, and assurance

- 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 Partnership's research strategy (see section 4.1.1)
- evidence of systematic and sustainable collaboration between all their Partner Schools and their HEI/s. A collaborative model should be presented at submission. This could include, for example, through work with a local school improvement organisation. Innovation is encouraged.
- a jointly agreed Memorandum of Understanding or agreement which outlines 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
- how the HEI and Lead Partner Schools share accountability of programmes
- 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 Partnership maintains internal controls to preserve the integrity of student teachers' records
- how quality assurance takes place including quality assurance of mentor selection

Finance and funding

- the financial model for sustaining the whole Partnership
- how ITE Partnerships decisions relating to the funding of each programme will be taken, and what each partner's accountabilities are in relation to budget allocations and spending plans

Development, evaluation, and self-evaluation of programmes

- how the HEI and Lead Partner Schools share development and evaluation of programmes
- 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

Staff development

- how staff development needs are identified and how professional learning and development is provided
- how mentors are selected, their training, and ongoing professional development in relation to their mentoring role

Recruitment, selection, and entry qualifications

- the HEI and Lead Partner Schools' strategy and plans to ensure recruitment of high-quality student teachers, supporting both a high-quality student experience, national priorities, and local Welsh in Education Strategic Plans
- 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

National priorities
- how the proposed ITE programme has regard to national priorities for education
- how the proposed ITE programme aligns with the HEI's overall vision and strategic planning for increasing Welsh-medium HEI provision and realising the aims of *Cymraeg 2050* (linked to section 4.6)
- how the proposed ITE programme has regard to current national and local recruitment priorities for the teaching workforce, supporting 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 both national and local priorities including:
  - *Welsh in education workforce plan*
  - *Initial teacher education Black, Asian and Minority Ethnic recruitment plan*
  - Partnerships' relevant Local Authorities Welsh in Education Strategic Plans (WESP).

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 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 to develop their provision, and teaching and learning in Wales more broadly.

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 (see section 4.3.2) 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. Teacher educators should be enabled to be research engaged and research active as appropriate for their setting. 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 Enquiry, National Professional Enquiry Project, Schools as Learning Organisations 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 Estyn have judged to be in the statutory category of follow-up; schools Estyn has placed into a category of special measures, or a category of significant improvement as defined by the Education Act 2005 and any associated circulars.

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 high levels of deprivation, high proportions of ALN learners or those with significant numbers of learners with Welsh and / or English as an additional language, or areas with greater ethnic and cultural diversity. Student teachers should 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 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 organisation 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. Further information and guidance can be found in OECD's 2016 *"What Makes a School a Learning Organisation? A Guide for Policy Makers, School Leadership and Teachers",* and on Hwb.

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 student teachers' progress towards 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 (20 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 teacher mentors. Schools' senior mentors will have a responsibility to enact this strategy.

- 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.
- 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 an equivalent of 30% of a full-time employed teachers 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 should 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 that support students should be committed to developing the Welsh language within their school. The vision for Welsh and language acquisition, learning and teaching, should be clear to all. Student teachers need to be supported by schools and school-based teacher educators as they develop their Welsh language skills and confidence (see section 4.6).
- 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 should 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 should 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 should support student teachers to construct and maintain a professional portfolio, using the [Professional Learning Passport](#) (PLP) online tool developed by the EWC and Welsh Government.

- HEIs should support student teachers to develop their skills in literacy, numeracy, digital competence, and the Welsh language (see 4.6).
- HEIs should identify areas for development in student teachers' subject knowledge and support them to develop their knowledge and skills.
- HEIs should provide additional support for student teachers who need it, in line with the Partnership's procedures.

4.5.3 HEI facilities
Appropriate facilities and learning environments 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.

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 should:
- 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 2050: A million Welsh speakers*' sets out our ambition of creating a million Welsh speakers by 2050. The implementation of Curriculum for Wales alongside encouraging schools to move along a [linguistic continuum](#) are key policy priorities that require a skilled bilingual workforce to enable our learners and future generations to become confident Welsh speakers.

Partnerships 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 to teach Welsh as part of Curriculum for Wales. This should be delivered across both Partner schools and the HEIs to ensure authentic and contextualised Welsh language learning for student teachers, and their use of the Welsh language in their teaching practise.

Partnerships are also encouraged to move their provision along a linguistic continuum and develop the Welsh language skills of their teacher educators within HEIs and Partner schools utilising the *[Welsh language competency framework for education practitioners](#)*. The *Welsh in education workforce plan* (Welsh Government, 2022) should inform and support Partnerships to develop their approach and support their broader recruitment strategy for student teachers (see section 4.1).

4.6.1 Strategic approach for the Welsh language within ITE Partnerships

All Partnerships should develop a clear strategy for the approach they will take to the development of provision for the promotion and use of the Welsh language including the implementation and evaluation of the strategy. This should be used to ensure a systematic and sustainable approach to:

- further develop their provision for students including utilising data on student progression along the *Welsh language competency framework for education practitioners* during programmes to evaluate and further develop programmes to support the language skills of all student teachers
- 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
- 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 (see section 4.5.1)
- develop a [bilingual workforce across Partner Schools](#) to enable school-based teacher educators to support the language development of all student teachers and the use of Welsh in learning and teaching across all Partner school settings (see section 4.3.2) as appropriate.

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

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 *Welsh language competency framework for education practitioners* was developed in partnership by the ITE Partnerships, Coleg Cymraeg Cenedlaethol, Welsh Government and other stakeholders during the initial implementation of the new ITE programmes in Wales. The framework supports the implementation of the Professional Standards for Teaching and Leadership and has been mapped to all Welsh language professional learning 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 against the Welsh language competency framework for education practitioners.
- provide a minimum of 35 hours of Welsh language skills development per year as part of their programme. Partnerships should utilise and deploy a range of approaches and methodologies across the range of learning environments within the Partnership for building individual students' skills during the programme. Partnerships may also wish to consider utilising national provision such as the National Centre for Learning Welsh as appropriate
- assess the Welsh language skills of all student teachers on completion of their programme in accordance with the Welsh language competency framework for education practitioners 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
- ensure student teachers are familiar with [Siarter Iaith](#), 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 or bilingual 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:
- support for students to develop the pedagogic skills and methodologies related to learning and teaching through the medium of Welsh or bilingually, preparing them to teach relevant subjects / Areas and age ranges
- 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 Partnership produced resources issued to students available bilingually
- a minimum of 50% of all HEI-led provision 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 amongst themselves or with other organisations 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 following programme inputs:
- A collaboration model for the Partnership (as per section 4)
- 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) and the United Convention on the rights of Persons with Disabilities (UNCRPD)
- 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: *A vision for initial teacher education in Wales*) 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 (see sSection 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 learning and teaching. Those aspirations need to be reflected in how the Professional Standards are understood by student teachers and the professionals who support and assess them. Student teachers need to be prepared to achieve these rich Professional Standards, to enter the teaching profession and undertake their career long professional journey (see section *Teaching as a career long professional journey*)

Student teachers should develop the values, knowledge, skills, and attitudes to meet national priorities such as literacy, numeracy, digital competence, 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, aligned professions, 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 an undergraduate degree with QTS, 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) they are encouraged to discuss their proposals with the EWC at the earliest opportunity to ensure that they have the potential to conform to these Criteria and the relevant legislation. Where proposals are not commercially sustainable Partnerships should discuss with the Welsh Government in the first instance.

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 example teaching learners in year groups 5,6,7 and 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 should 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 well-being
- preparation for the complex setting of a learning environment
- active engagement and collaboration with co-professionals and the wider education community.

Programmes should:
- define the year groups that student teachers would be prepared to teach and be designed in such a way that all student teachers are prepared to teach all learners across at least two consecutive progression steps 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
- carefully plan and integrate professional and pedagogical studies, school experience and subject studies. 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 programmes, ensuring that all student teachers are provided with at least 60 days of HEI/school led training activity per academic year. 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 should meet the criteria for ITE programmes (see section 4.2, 4.3 and 4.4).

School experience placements may take place in a special school or ALN unit. In these cases, Partnerships should ensure that no more than 30% of school experience is undertaken outside a mainstream learning environment 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 should involve both the HEI and Partner Schools. Selection should always include an individual interview. Partnerships should ensure both the HEI and Partner Schools are represented. However, where this is not always possible there should be robust processes in place and evidenced to ensure a strong Partner School voice within the recruitment and selection process. The process should determine candidates' personal aptitude for teaching, as well as their academic abilities. Partnerships should also satisfy themselves that candidates have appropriate knowledge and skills in numeracy, literacy, and digital competence.

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

5.5.1 Health and physical capacity to teach
Partnerships should ensure that all entrants to ITE Programmes have met the requirements of the [Education Health Standards regulations](#), confirming their health and physical capacity to undertake a teacher's responsibilities.

Partnerships should also have due regard to the relevant regulations, and to their statutory obligations under 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 should have up-to-date information to meet their obligations under the Equality Act and the statutory requirements placed on institutions by the disability equality duty.

5.6 Curriculum for Wales & subject studies
5.6.1 The four purposes, requirements of the Curriculum for Wales Framework, and key principles and processes
Partnerships should ensure that all student teachers have a developed understanding of, and commitment to, the purposes, ethos and requirements of the [Curriculum for Wales framework.](#) Student teachers should be prepared to engage with curriculum and assessment design and effectively teach the Curriculum for Wales.

The four purposes are the starting point and aspiration for curriculum design in Wales. 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. Statements of what matters set out the knowledge, skills, and experiences for each area.

The curriculum is supported by mandatory codes:
- Curriculum for Wales: Progression Code
- Curriculum for Wales: Statements of What Matters Code
- Curriculum for Wales: Relationships and Sexuality Education (RSE) Code.

The mandatory cross-curricular skills, as well as requirements set out in the statutory guidance including the skills integral to the four purposes and cross-cutting themes should, where appropriate, be incorporated into teaching across the curriculum alongside the statutory codes.

Individual teachers, including subject specialists in secondary schools, will draw upon the what matters 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, utilising the pedagogic principles, 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 different aspects to examine, for example, important topics such as citizenship, enterprise, and sustainability.

A well-designed curriculum, supported by effective learning and teaching, 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, design, and teach the curriculum. Partnerships should ensure student teachers develop an understanding of the principles of progression: both the overarching principles and those within each area of learning and experience. Partnerships should 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 year groups, progression steps and / or subject specialism, including each subject's key concepts, substance, and structure

- pedagogical knowledge, appropriate to the year groups and progression steps and / or subject specialism.

Applications for accreditation need to specify how partnerships identify areas for development 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 should be clear in their submissions on the year groups individual programmes are preparing student teachers to teach. They should carefully consider the Curriculum for Wales statements of what matters, principles of progression, and statutory guidance outlining curriculum considerations for specific areas, and the descriptions of learning and assessment under the 3 to 16 continuum of learning (including learners whose pace of progression is outside the expected range). This will inform both the programme design (see section 5.4 regarding the requirement that programmes cover at least two consecutive progression steps in mainstream schools) and aspects of programme content (see section 5.9).

For example, programmes for 'primary' teachers (typically preparing student teachers to teach learners aged 4 to 11) should include sufficient study in each of the six Areas in the curriculum to equip them to teach and assess learners 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. Such programmes require a subject / Area specialism. Student teachers should therefore be provided with sufficient discipline specific curriculum and pedagogic knowledge to enable teaching and assessment of their specialist subject / Area across the full learner age range covered by the programme alongside the broader curriculum requirements for the specific primary age range covered.

Undergraduate secondary school programmes (for teaching learners aged 11 to 16) should 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

To ensure student teachers are able to meet the QTS standards and ITE programmes meet the A vision of the teachers Wales needs' (see section 1) Partnerships should 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*. 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 well-being
- contribute to the well-being of the learners in their care
- ensure their professional conduct.

For both student 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, learning environments.

ITE programmes should include opportunities for understanding the role of well-being in effective learning, including the ability to identify learners who are at risk of experiencing poor well-being, and should provide opportunities for student teachers to examine the most effective models deployed by schools and their partners to improve the well-being 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
- the role and principles of assessment in teaching and learning including how to use assessment effectively to support learner progression and report on learners' progress
- 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
- understanding and managing the diverse barriers which learners' face at school affecting educational attainment and impacting equity. This should include:
  - o meeting the needs of learners from diverse cultural, linguistic, and religious backgrounds
  - o meeting the needs of learners from diverse socio-economic backgrounds
  - o meeting the needs of learners with additional learning needs (ALN)
- person centred practice, as per the ALN code, 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 needs and; school learners' rights in Wales, including their right to a voice in matters that relate to their lives
- safeguarding all learners
- 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 and learn language knowledge and the skills needed to learn to read and be able to critically evaluate different approaches
- subject pedagogies and pedagogical content knowledge
- the design and use of resources, including virtual resources, for learning and teaching to stimulate, support and challenge all learners
- the use of digital technologies in supporting blended learning
- the use of data, research evidence and professional enquiry in the development and impact of effective practice
- learning environments' management and organisation
- effective communication, including questioning
- working collaboratively in learning environments with colleagues
- the current organisation and management of schools in Wales and the tiers of evaluation, improvement, and accountability within the system including an understanding of 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 (ALN) and Education Tribunal Act, ALN Code, and Welsh language requirements
- 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.

5.10 School experience

School experience, as with other areas of the ITE programme, should be designed jointly by the HEI and 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:
  - o Observing and teaching alongside effective teachers.
  - o Teaching jointly with other student teachers, where appropriate.
  - o 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:
  - o Having a designated mentor who is fully prepared and supported in their role as a mentor of ITE students.
  - o Being observed and receiving regular feedback.
  - o Observing experienced teachers.
  - o Planning and teaching collaboratively.
- reflection and professional development opportunities including, inter alia:
  - o Having structured opportunities to develop their understanding of whole-school issues and school approaches to removing barriers to learning.

- o 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.
- o Recording their reflections and their own emerging 'theories' of practice in a journal/portfolio such as the PLP.

5.11 The Equality Act 2010, United Nations Convention of the Rights of the Child (UNCRC) and the United Nations Convention on the rights of Persons with Disabilities (UNCRPD)

Student teachers should be familiar with the Equality Act 2010, particularly the aspects of it which have relevance to schools. Children and young peoples' rights are 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. Student teachers should also be familiar with disabled persons' rights under the United Nations Convention on the rights of Persons with Disabilities (UNCRPD). As such ITE programmes should ensure topics are taught in a way that does not subject learners to discrimination, and actively tackles 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 learners. Further information can be found in Hwb and in the Equality and Human Rights Commission 2014 publication *What equality law means for you as an education provider in Wales: guidance for schools*.

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 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, which should explicitly recognise the multiple forms of learning underpinning ITE (see section 2 *A vision of how student teachers learn*), 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 should 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 should 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 use the evidence gathered in ITE to inform their next steps, 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 should 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

As stated in the executive summary, ITE Partnerships should ensure that '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'. Assessment against the QTS level descriptors of the Professional Standards for teaching and leadership is the means of demonstrating that this level of competency has been reached.

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.* **In other words, they should explicitly reflect the multiple forms of learning that underpin professional practice 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.

To support this integrated approach, ITE Partnerships should take care to avoid practices that may lead to behaviours associated with performativity e.g., seeing the standards as a tick-box exercise or having an over-reliance on using high-stakes activities for example, one-off lesson observations.

For all those in education, the standards provide a strong sense of shared purpose and set the expectation for the continuum of teacher education and professional development (see section: *Teaching as a career long professional journey*).

The ITE programme outcomes should be 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.

6.1 Fulfilment of the standards for qualified teacher status
The Professional Standards for Teaching and Leadership 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, respectively. 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.

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 in an integrated way and draw on more holistic evidence, 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
- planning, teaching, and assessment strategies, including inclusive teaching strategies
- learning environment management processes.

Some descriptors will require assessors to look at other sources of evidence e.g., written work (and its relationship to classroom practice), collaborating with peers, presentations or contributions to tutorials and wider contributions to schools and their communities. **In all cases Partnerships should ensure that their assessment practices capture the multiple forms of learning underpinning professional practice as set out in the Vision (Section A: *A vision for initial teacher education in Wales*)**

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.

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. Cause for concern policies and procedures must be agreed by the Partnership and transparent for student teachers and teacher educators across the Partnership.

Deciding whether a student teacher fulfils the standards for QTS is a matter of professional judgement, taking full account of 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 learning environment?
- 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: *Standards for Qualified Teacher Status – further advice for ITE partnerships in the design of programmes* 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 (or full time equivalent) of teaching, the newly qualified teacher (NQT) engages in a statutory induction programme which combines individualised professional learning and mentoring 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 regulations governing induction are *The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015*. The regulations and guidance can be found on [Hwb.](#)

The Partnerships should work closely with those responsible for induction to ensure that all those who are assessed as meeting the QTS standards are aware of what they must do to begin induction. Both ITE Partnerships and those responsible for induction should 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, what they have achieved and what they need to focus on to continue to develop as an effective practitioner. 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 teacher's 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 work with the individual to ensure that the reflection and discussion involved in completing the form is as valuable as the completed CEP itself. 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 should 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. ALNCos 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 such as, for example Education Psychologists and Teachers of the Deaf (QToD).

Blended learning: Blended learning is a term used to describe a combination of face-to-face learning and on-line learning. Blended learning approaches can be real time or asynchronous or an engaging combination of both, utilising digital and non-digital means. There are many approaches to effective blended learning depending on the nature and age of the learner as well as the context of the learning environment.

Close-to-practice research: Close-to-practice research focusses on issues defined by practitioners as relevant to their practice and involves collaboration between people whose main expertise is research, practice, or both.

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, learning and teaching, and the well-being of the school's learners. Predominately these will be teaching assistants and ALNCos; 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.

Learning environment: The learning environment is a key enabler for the curriculum and refers to diverse physical locations and contexts which teachers organise and manage to facilitate learning. This is typically meant as a classroom which is sited indoors within a school; however, it also denotes outdoor classrooms or other authentic and purposeful contexts for learning.

Learner: Children and young people in school.

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.

Research active: Being 'research active' means that teacher educators can demonstrate the practical skills and the theoretical knowledge and understanding of how research impacts and benefits student teachers, teachers, teacher educators or the wider system. This can range from under-pinning practice with an evidence-base, participating in research projects, leading research projects, attending and presenting at conferences, and undertaking higher-level academic study.

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.

Special school: A school in Wales is a special school if it is specially organised to make additional learning provision for learners with additional learning needs and it is maintained by a 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: Statutory Responsibilities of Estyn and EWC in relation to Initial Teacher Education Programmes

EWC

Under the *Education Workforce Council (Accreditation of Initial Teacher Training) Additional Functions) Order 2017*, the EWC has a statutory responsibility to:

- accredit programmes of initial teacher education (ITE)
- monitor compliance of accredited programmes against the Welsh Government criteria
- withdraw accreditation of programmes.

The EWC's work ensures that each programme of ITE in Wales complies with the Criteria before commencement of the programme and throughout its period of accreditation. This means that there is a secure foundation for programmes, and that they are led, designed, delivered, and further developed in accordance with the Vision for ITE outlined in the Criteria.

Estyn

Under section 18C of the Education Act 1994 (inserted by paragraph 13 of Schedule 14 to the Education Act 2005), Her Majesty's Chief Inspector of Education and Training in Wales may inspect and report on:

- any initial training of teachers, specialist teaching assistants, for providers; or
- any in-service training of such teachers or assistants, which is provided by a training provider in Wales.

Estyn's inspection work also takes account of legislation governing the inspectorate and educational providers themselves including, for example, the Welsh Language Act. Estyn's work is learner focused and examines each partnership's work in practice. Estyn inspects the effectiveness of leadership, teaching and learning, and evaluates the impact of the partnership's work on the outcomes that students achieve.

Following accreditation, monitoring and inspection are essential components in ensuring that the programmes continue to meet the Criteria, realise the Vision of ITE accreditation and reform in Wales, and deliver high levels of quality provision. The Criteria are written in such a way that compliance and quality are intertwined and therefore whilst the focus of EWC accreditation and monitoring, and Estyn inspection are different, they each will complement and inform the other.

Further information, including guidance documents, can be found on the EWC and Estyn websites.

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 should be satisfied that prospective student teachers:

1. have the aptitude, capability, and resilience to meet the required QTS outcomes by the end of their ITE programme
2. possess the appropriate personal and intellectual qualities to become excellent teachers
3. have achieved the minimum qualification entry requirements for their phase of study/subject including:
   o a standard equivalent to GCSE Grade C or above in Mathematics or Mathematics-Numeracy
   o a standard equivalent to GCSE Grade C or above in either English Language or Welsh Language
4. 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
5. 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
6. for ITE programmes of study for teaching across the primary-secondary school divide (for learners aged between 8 to 14 years old), a minimum of A-level Grade C (or equivalent), 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
7. 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
8. have met the requirements of the Education Health Standards, confirming their health and physical capacity to undertake a teacher's responsibilities. Partnerships should 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*
9. can read effectively and is able to communicate clearly and accurately in spoken and written English and/or Welsh

10. 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
11. if undertaking postgraduate courses of ITE hold a first degree of a United Kingdom higher education institution or equivalent qualification.

Entry requirements: Qualifications

GCSEs and A-levels
With regards to GCSE and A-level (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, for example, a GCSE grade C, will need to meet the required standard prior to entry. Where applicants have gained qualifications which are not GCSEs or A-levels, Partnerships will need to satisfy themselves that they are equivalent, accredited qualifications, in terms of content and demand. Equivalency testing is not permitted.

The graduate status of teaching
Legislation on QTS requires that all those who successfully complete a course of ITE in Wales should 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 student teachers should 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 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 and assessment they need to develop if student teachers are to demonstrate all the relevant descriptors in a way that reflects the Vision for ITE set out in Section A. 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 checklist 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 professional standards at QTS level.

Finally, all the standards are to be understood as contributing directly to the four purposes of the curriculum; through them students are 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 establish forms of provision and assessment procedures to ensure student teachers can demonstrate 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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' well-being; understanding and preventing bullying and negative peer pressure; and having knowledge of safeguarding issues and procedures.

Assessment
Partnerships should develop forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding needed to undertake and use the range of purposes and practices for assessment effectively. This should, inter alia, include:
- understanding, using, and evaluating a range of 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 develop forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding needed 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 develop forms of provision and assessment procedures to ensure student teachers can demonstrate up-to-date theoretical knowledge and understanding as well as practical insight into the importance of involving parents, carers, other partners and co-professionals, 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 under 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 learning environments (workshops, outdoors, theatre etc.) and digital technologies.

Real life authentic contexts
Partnerships should establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 learning environment evidence effectively in planning for further progress.

Cross curricular learning and connections

Partnerships should establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 their 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 learning environment 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical

knowledge and understanding 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 resilient 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding needed to raise learners' awareness of the interrelationship between learning and well-being. This should, inter alia, include:

- understanding the importance of learners' well-being 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 (for example other education professionals including teachers, tutors, classroom assistants, peers) in the interests of developing effective teaching and behaviour support. 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 learning environment practice
- reviewing plans based on evaluation data and consultation.

Working with in-school colleagues and supporting and developing others
Partnerships should establish forms of provision and assessment procedures to ensure student teachers can develop and demonstrate the practical skills and the theoretical knowledge and understanding 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 learning environment 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 develop their personal skills in the use of the Welsh language and those of their learners.

Wider reading and research
Partnerships should develop forms of provision and assessment procedures to ensure student teachers can demonstrate evidence of:
- reading and engaging 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
- knowing how to evaluate critically educational research and begin to make judgements about the quality of the research they read

- knowing 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 develop forms of provision and assessment procedures to ensure student teachers can acquire and demonstrate the knowledge, understanding and practical skills needed to:
- 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 Welsh 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
Partnerships should develop forms of provision and assessment procedures to ensure student teachers can demonstrate that they can:
- use what they have learned from reading and research, including their own research, to challenge and inform practice
- develop, apply and evaluate new learning and teaching strategies, being creative and taking risks where appropriate
- share good practice with colleagues and fellow students.

Evaluating the impact of changes in practice
Partnerships should develop forms of provision and assessment procedures to ensure student teachers can demonstrate that they can:
- 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 to 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 the United Nations Convention on the rights of Persons with Disabilities (UNCRPD) 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 learning and teaching
* 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 initial teacher education programmes 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, covering the primary Curriculum, 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 should 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 should 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 should 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 should 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 should be

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

The Welsh language
- All Criteria and considerations related to 4.6 The Welsh language remain extant.

Course design
For pilot programmes submitted under this appendix the following is advised:
- The requirement for no more than 30% of school experience undertaken outside a mainstream learning environment **is disapplied.**
- For these pilot programmes Partnerships should ensure that no more than 50% of school experience is undertaken outside a mainstream learning 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 should 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.