



Association of Teachers and Lecturers (ATL Cymru's) Response to the WAG's Consultation on Employment- based Teacher Training in Wales: A revised scheme and proposed changes to the administrative arrangements.

The Association of Teachers and Lecturers represents over 160,000 education professionals across the four constituent parts of the United Kingdom. It draws its membership from teachers and lecturers, leaders and support staff in maintained and independent schools, and Further Education Colleges. As well as campaigning vigorously to protect and enhance members' pay and conditions ATL also believes that the education profession has a key role in developing education strategy and policy. ATL Cymru represents over 6,500 education professionals in colleges and schools across the whole of Wales.

ATL Cymru welcomes this opportunity to respond to the Welsh Assembly Governments consultation. We have no objections to the transfer of administrative and funding arrangements for the delivery of employment-based teacher training (EBTT) leading to Qualified Teacher Status (QTS) to the Higher Education Funding Council for Wales (HEFCW) and to initial teacher training (ITT) providers.

ATL has a number of concerns regarding ITT. Members do not report widespread concerns regarding the range of routes into teaching. However, there is a growing concern regarding the QTS routes available to those in current SENCO roles who do not have QTS. There is a significant need for appropriate routes to the gaining of QTS that are supportive of the individuals and schools concerned and furthermore, that the current qualifications of people in these roles are properly accounted for and where relating directly to education and/ or their roles as SENCOs, can be used to count significantly as credits towards the achievement of QTS.

We are very concerned about the aspects of the current ITT system which leads to many trainees either not completing their ITT or become NQTs feeling ill-prepared for their new roles. We have frequent complaints of placements in schools that are unsuitable and with mentors that are not supportive (many due to their own time pressure) as they need to be. Members have also expressed the need for sufficient funding to be provided to placement schools to ensure

sufficient training for staff to mentor student teachers; the incentive package given to schools to provide placements is felt to be inadequate and disproportionate to the amount of time given by school staff to supporting the student teachers. This problem is exacerbated by a lack of sufficient monitoring and supporting by HEIs of students while on their teaching placements.

Workload continues to be a serious issue for those concerned with ITT and its impact. Members reported that an overemphasis on detailed lesson plans and the growing amount of paperwork required by student teachers and NQTs (and indeed, experienced teachers) was leading to excessive workload, early burnout and a negative impact on classroom teaching due to exhaustion and loss in motivation.

Existing ITT provision does not adequately prepare or support trainees in the areas of equality and diversity, behaviour-management and SEN; we need to ensure that this assessment-only route, which provides no training, will ensure that these areas are given the appropriate weighting in the assessment of candidates for QTS.

ATL Cymru concurs with the overall conclusions of the Furlong report that there needs to be a reduction in ITT intakes to match more closely the numbers of newly-qualified teachers required in Wales. We also agree with the recommendation that ITT provision should be reconfigured into three main regionally-based schools of education.

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